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	Date	History of Selected Actions*
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3.	Dec. 22, 1987	THECB distributes Procedures for Implementing Coordinating Board Guidelines regarding S. B. 994. After restating the statute and guidelines on degrees and majors, the procedures (1) state that only academic subject matter courses will be applied to the major, and (2) reiterate statute that academic majors must relate to the public school curriculum. The procedures restate the IAM requirements adopted in the Guidelines, and state that interdisciplinary academic programs must satisfy the 1987 Standards as adopted by the SBOE .
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8.	Nov. 14, 1988	THECB distributes a letter with the Guidelines on Teacher Education adopted by the CB on Oct. 28, 1988. The guidelines require every public institution with teacher preparation programs to offer 18 SCH of professional development at the undergraduate level as part of the initial certificate program. Courses for post-baccalaureate certification must be for undergraduate credit and funding only. (amended 7/94, see exhibit 13) Courses for additional certificates can be offered at the master's level funding if they have specific undergraduate course prerequisites and are significantly different in content, depth and breadth from undergraduate counterparts. Extensive requirements for extended certificate preparation programs are outlined and place special emphasis on minority student participation, other options for certification, and program evaluation. Graduate degree programs must require at least 30 SCH beyond the first 18 required for initial certification.
9.	1991, 72 nd Legislature HB 2885	House Bill 2885 establishes Centers for Professional Development and Technology and allows the centers to implement comprehensive field-based teacher education programs to supplement the student teaching hours required in Section 13.036(b), the section that establishes the 18 SCH limit in education courses for the initial certificate. These programs must be based on current research into state-of-the-art teaching practices, curriculum theory and application, evaluation of student outcomes, and the effective application of technology and include rigorous evaluation of the program.
10.	Fall 1992	THECB adopts definition of field-based courses : courses in which the primary activity is performance of some professional teacher activities by the university student while interacting with public school students and teachers, and with university faculty members in a school-related setting. Activities do not necessarily include teaching but must be beyond observation in the classroom. Interaction with students, teachers, and university faculty must be regular and frequent. Courses eligible for field-based funding include the professional development sequence as possibly reading, early childhood, bilingual and

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		special education.
11.	October 5, 1993	THECB distributes a memorandum addressing transition to field-based models to Chief Academic Officers and Deans of Education, Public Senior Institutions Approved as Centers for Professional Development and Technology. This memo reaffirms the guidelines on IAMs and the 139 SCH limit for a bachelor's degree plus initial certification.
12.	June 30, 1994	THECB distributes a memorandum to Deans of Education at Public Universities with Centers for Professional Development and Technology that addresses criteria for field-based courses, raising the 18 SCH limit to 24 SCH , proposed changes to allow post-baccalaureate initial certification programs to be offered at the master's level instead of through undergraduate courses, and possible changes to the IAM suggested by TACTE.
13.	July 14, 1994	THECB adopts changes to the guidelines for post-baccalaureate initial certification programs to allow courses to be offered at the graduate level if certain conditions are met. These include (1) having specific undergraduate course prerequisites that can be shown to be significantly different in content, depth, and breadth from graduate counterparts and restricting leveling courses to the undergraduate level, (2) requiring no more professional development graduate credit hours for initial certification than the number required in the undergraduate degree programs for initial certification, and (3) allowing only those qualified to enter the post-baccalaureate teacher education program and the institution as regular or special graduate students to enroll in these courses and prohibiting concurrent graduate and undergraduate enrollment in the courses. Also, institutions can offer additional certification programs at the master's level for students who have a bachelor's degree and an initial certificate, if they have specific undergraduate prerequisites, and can be shown to be significantly different in content, depth, and breadth from their undergraduate counterparts.
14.	October 27, 1994	THECB and TEA distributes a memorandum addressing requests to exceed the 18 SCH limit in education imposed by SB 994 and HB 2885 and to move to field-based teacher education programs. Both agencies agreed that (1) the institution must be a participant in a designated Center for Professional Development and Technology , (2) proposals must certify that academic degree integrity is retained , and (3) the program does not require more than 139 SCH for both the degree and initial certificate .
15.	1995, 74th legislature SB 1	Texas legislature enacts SB 1, the rewrite of the Texas Education Code. Section 13.036. Academic Degree Required for Teaching Certificate, becomes Section 21.050 Academic Degree Required for Teaching Certificate; Internship with conforming and non-substantive changes. Section 13.050, Centers for Professional Development and Technology, becomes Section 21.047, Centers for Professional Development of Teachers with several sections eliminated. The option for field-based programs to supplement student teaching SCH remains.

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16.	July 25, 1996	THECB sends a memorandum to Chief Academic Officers or Education Deans regarding Teacher Education Standards as some programs are moving toward field-based courses in the traditional teacher preparation sequence and others are restructuring as Centers for Professional Development and Technology (CPDT). The memo restates the requirements for the academic or IAM degree and the guidelines for the IAM. The memo also states a test for determining if a course may be included in the academic major or not: whether the course will count toward a degree for persons majoring in that or other disciplines, but who are not seeking teacher certification. Courses that are designed primarily for teachers cannot be used as part of the academic major. The memo also states that non-CPDTs are limited to 18 SCH, including student teaching. Approved CPDTs may propose restructured programs that contain up to 24 SCH of professional development, including student teaching. No other education courses could be included in the degree. Total SCH may not exceed 139 and must be delivered at the undergraduate level.
17.	1999, 76 th legislature HB 713	Texas legislature adds Section 61.0514 requiring the CB, with cooperation and advice of the SBEC, to adopt educator preparation guidelines that promote, to the extent practicable, the integration of subject matter knowledge with classroom teaching strategies and techniques in order to maximize the effectiveness and efficiency of coursework required for certification under Subchapter B, Chapter 21.
18.	April 5, 2000	THECB sends a memorandum to Provosts, Academic Vice Presidents, and Deans of Education regarding educator preparation degree program changes prompted by revisions in educator certification standards recently adopted by SBEC.
19.	August 1, 2001	THECB distributes memorandum about revisions to educator preparation programs in light of recent changes to certification areas and levels adopted by the State Board of Educator Certification (SBEC). Concerns expressed by IHEs about fulfilling requirements for three bodies led the Coordinating Board and State Board of Educator Certification to develop "Requirements for Approval of New or Revised Undergraduate Degree Programs Leading to Teacher Certification in Texas (EC-4, 4-8, 8-12, and EC-12 Programs." The chart summarizes previous statutory requirements and rules, policies and procedures adopted by the CB and SBEC. Forms for program submission, as well as the Classification of Education Courses Versus Academic Subject Matter Courses document were provided. The chart states that SCH specified in SBEC rules are "guidelines" that will be amended to reflect the standards based certification system. A sample of the new standards was included at SBEC's request. The memo is intended to clarify existing policies and statutes rather than convey any policy changes.
20.	2005, 79 th Legislature HB 1172	Texas legislature passes HB 1172 which places a statutory limitation on SCHs required for a baccalaureate degree. For any student entering after Fall 2008 on, the SACS minimum required credit hours required for a degree (currently 120) will be the maximum allowed credit hours for a baccalaureate degree. Each institution can determine whether there is a compelling academic reason to allow a degree program to require additional credit hours, beyond the 120 credit hours provided for in the statute.

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21.	July 8, 2008	In response to changes in certificate levels adopted by SBEC that establish Early childhood-Grade 6 (EC-6) certificates, the CB distributes a letter stating that public IHEs with a THECB–approved Early Childhood-Grade 4 (EC-4) Generalist program are automatically approved by the THECB to add the EC-6 Generalist program. Applicable state law and THECB rule and policy remain in effect.
22.	Oct. 15, 2008	THECB distributes a letter stating that public IHEs with a THECB-approved EC-4 Bilingual Generalist and/or EC-4 English as a Second Language (ESL) Generalist program are automatically approved by the THECB to add the corresponding programs. Applicable state law and THECB rule and policy remain in effect.
23.	2009, 81st Legislature SB 174	Texas legislature passes SB 174 that requires SBEC to make changes to the accountability system for educator preparation programs, establishes program sanctions, and requires posting of information on program quality.
24.	Aug. 10, 2009	THECB distributes a letter stating that public IHEs with a THECB-approved Grades 6-12 Spanish, French, or German program are automatically approved by the THECB to add the EC-12 Spanish, French, or German programs. Applicable state law and THECB rule and policy remain in effect.
25.	Sept. 1, 2009	THECB distributes a memo to Presidents and Chief Academic Officers of Universities and Health-Related Institution regarding new policies and procedures for academic program approval and review. A new bachelor’s program, including one combined with an educator preparation certificate program, that meets set criteria (the program has institutional and governing board approval; the program complies with the Standards for Bachelor’s and Master’s Programs; adequate funds are available to cover costs of the new program; new costs during the first five years will not exceed \$2M; the program is non-engineering, i.e., not CIP code 14; and the program will be offered by a university or health-related institution) is automatically approved if no objections are received during the 30-day public comment period. Revisions to existing educator preparation programs do not need to be submitted to the Coordinating Board.

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Ch. 561, § 1

70th LEGISLATURE—REGULAR SESSION

CHAPTER 562

S.B. No. 994

AN ACT

relating to teacher education.

Be it enacted by the Legislature of the State of Texas:

SECTION 1. Subchapter B, Chapter 13, Education Code, as amended, is amended by adding Sections 13.036 through 13.039 to read as follows:

2242

Sec. 13.036. ACADEMIC DEGREE REQUIRED FOR TEACHING CERTIFICATE.

(a) A person who, after September 1, 1991, applies for a teaching certificate for which the rules of the State Board of Education require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major including reading, other than education, which is related to the Texas school curriculum as defined in Chapter 21.101 of the Education Code. (e e s)

(b) After September 1, 1991, no more than 18 semester credit hours of education courses at the baccalaureate level may be required for the granting of a teaching certificate by the State Board of Education. Included in the hours needed for certification, the State Board of Education shall provide for a minimum number of semester credit hours of student teaching. The board may allow by rule additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.

Sec. 13.037. TEACHER EDUCATION PROGRAM DELIVERY AND ACCOUNTABILITY. (a) Graduates of teacher education programs or persons admitted to alternative certification programs shall be recommended for probationary teacher status for entry into an induction program for their probationary year as established under Section 13.306 of this code.

(b) The performance of graduates of teacher education programs on the state-mandated tests for graduation from a teacher education program and performance by teachers on the statewide appraisal system implemented in each school district shall be included in the deliberations by the board in determining the accreditation status of each teacher education program.

(c) The Central Education Agency shall collect and maintain teacher performance data from each district's implementation of the statewide appraisal system and shall collect and maintain data from state-mandated tests required for entry to and exit from teacher education programs. The Central Education Agency shall provide probationary teacher performance data on a regular basis to the respective institutions of higher education and to the Coordinating Board, Texas College and University System.

Sec. 13.038. TEACHER INDUCTION. (a) The State Board of Education and the Coordinating Board, Texas College and University System, shall develop a comprehensive teaching induction program for the probationary period.

(b) The induction program shall include a one-year period of teaching cooperatively supervised by experienced teachers, school administrators, and faculty of institutions of higher education.

Sec. 13.039. TEACHER RECRUITMENT PROGRAM. (a) The Central Education Agency shall develop and implement a program to identify talented students and recruit those students for entry into the teaching profession.

(b) The recruitment program must include a multimedia program suitable for presentation on campuses at Texas high schools and institutions of higher education.

(c) The Coordinating Board, Texas College and University System, shall cooperate with and assist the Central Education Agency in the development and implementation of the recruitment program.

SECTION 2. Subchapter Z, Chapter 51, Education Code, is amended by adding Section 51.916 to read as follows:

Sec. 51.916. GRANTS FOR TEACHING AND EDUCATION RESEARCH. (a) From funds appropriated for that purpose, the Coordinating Board, Texas College and University System, may make grants to institutions of higher education for the purpose of supporting research in teaching, primary and secondary curricula, learning, and early childhood education.

(b) Grants shall be awarded on a competitive basis according to standards adopted by rule of the board. In making grants, the board shall consider encouraging the development of research centers at particular institutions of higher education.

Ch. 562, § 2

70th LEGISLATURE—REGULAR SESSION

(c) In developing the standards for competitive review and in making the award of grants, the board shall consider the recommendations of the State Board of Education and the Commission on Standards for the Teaching Profession.

SECTION 3. This Act takes effect September 1, 1987.

SECTION 4. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended.

Passed the Senate on May 13, 1987, by a viva-voce vote. Passed the House on May 30, 1987, by a non-record vote.

Approved June 18, 1987.

Effective Sept. 1, 1987.

December, 1987

TEXAS HIGHER EDUCATION COORDINATING BOARD

Guidelines for Implementation of S.B. 994

1. The BSED, BAT, BMED, BSTED, BSELED, BSSED, BSPED, BSOED, BAED, BBED, and similar baccalaureate education degree designations should be discontinued.
2. The following disciplines should not be continued as stand-alone majors:

Industrial Arts
Language Arts Education
Science Education
Home Economics Education*
Business Education*
Marketing Education*
Social Science Education
Fine Arts Education (or subdisciplines)
Agriculture Education*
Mathematics Education
Physical Education*
Reading

INTERDISCIPLINARY ACADEMIC MAJORS:

1. The interdisciplinary academic major must consist of a minimum of 48 undergraduate semester credit hours with a minimum of 21 semester credit hours** at the upper division level.
2. Undergraduate academic courses (but not teaching methods or pedagogy) in reading, early childhood education, special education, bilingual education, and English as a second language may be included in the interdisciplinary academic major. However, no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a second language. (By law, additional credit in reading may be required by the State Board of Education.) If such an 18 hour block is selected in one of the four areas above, then at least 30 semester hours must be taken from a combination of any three of the following:

Mathematics	Reading
Language Arts	Science
Social Science	Fine Arts

* The advisory committee recommended continuation of these programs.

** The advisory committee recommended 40%.

12-22-87

Procedures for Implementing Coordinating Board
Guidelines regarding S. B. 994

On December 4, 1987, the Coordinating Board adopted guidelines in response to S.B. 994 of the 70th Texas Legislature, which mandates changes in baccalaureate programs for the preparation of public school teachers. Key elements of the legislation revolved around the requirements for teaching certificates:

1. An academic or interdisciplinary academic major including reading is required for a teaching certificate for which the SBOE requires a bachelor's degree.
2. The number of semester credit hours for education courses is restricted to 18.
3. The SBOE must provide for a minimum number of semester credit hours of student teaching.
4. The SBOE may allow by rule additional credit hours in education for certification in bilingual education, English as a second language, early childhood education, or special education.

The Coordinating Board staff will implement these guidelines in accordance with the following principles.

[NOTE: IT WILL BE USEFUL TO READ THESE PRINCIPLES IN CONJUNCTION WITH THOSE PREPARED BY THE TEXAS EDUCATION AGENCY STAFF.]

I. DEGREES

The BAED, BAT, BBED, BMED, BSED, BSELED, BSOED, BSPED, BSSED, BST, BSTED, and similar baccalaureate degree designations must be discontinued. Institutions may request changes to BA, BBA, BM, BS and similar degree designations as appropriate for the nature of the curriculum to be offered.

II. MAJORS

A. After September 1, 1991, the following baccalaureate degree majors must be eliminated from Texas public senior colleges and universities' offerings:

Agriculture Education
Bilingual Education
Business Education
Early Childhood Education
English as a Second Language
Fine Arts Education
(or subdisciplines)
Home Economics Education

Industrial Education
Language Arts Education
Mathematics Education
Physical Education
Reading
Science Education
Social Science Education
Special Education

12-22-87

Only academic subject matter courses will be applied toward the major. Courses which meet the 18 SCH professional development requirements of the Texas Education Agency must be excluded from the above majors.

B. Academic majors to prepare teachers must be related to T.E.C. Section 21.101, which defines the essential elements of the public school curriculum.

C. Interdisciplinary and multidisciplinary degree programs previously authorized by the Board for other purposes; e.g., General Studies, Liberal Arts, Interdisciplinary Studies, etc., may not be used to satisfy the "interdisciplinary academic major" provision of S.B. 994 without a Coordinating Board reappraisal of the curriculum.

D. Proposals for new or revised interdisciplinary academic programs to prepare teachers will be reviewed in accordance with the following:

1. Such programs must consist of a minimum of 48 undergraduate semester credit hours with a minimum of 21 semester credit hours at the upper division level.

2. Undergraduate academic courses (but not teaching methodology or pedagogy) in reading, early childhood education, special education, bilingual education, and English as a second language may be included in the interdisciplinary academic major. However, no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a second language. (By law, additional credit in reading may be required by the State Board of Education.) If such an 18 hour block is selected in one of the four areas above, then at least 30 semester credit hours must be taken in academic subject matter content courses from a combination of any three of the following:

Fine Arts
Mathematics
Language Arts

Reading
Science
Social Science

3. Interdisciplinary academic programs must satisfy 1987 Texas Education Agency certification requirements.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512-462-6485

MEMORANDUM

January 13, 1988

TO: Chief Academic Officers and Deans of Education

FROM: William H. Sanford *WHS*

Richard Swain, Texas Education Agency *RSwain*

RE: Questions Raised by Deans of Education 1-6-88

Following are responses, prepared by CB staff and TEA staff, to questions raised by the deans of education in the public universities last week. This memorandum is being sent to the public and private institutions. At the upcoming meeting in Austin, January 19, 1988, 10 a.m., at the William B. Travis Building, 1700 Congress Avenue, Room 1-100, staff from both agencies will be available to answer questions as well as go over the application form for an approved program sent out earlier.

RESPONSE

to

Questions from Deans of Education

1. (a) Will all courses with a 13 CIP code automatically be included under the 18 semester hour professional education section of the application? (b) Will a 13 sub-category be designated as the professional education methods category; thereby eliminating the need for recoding all non-methods courses currently classified as CIP code 13?

(a) No. The listing of Texas CIP coding of courses on the joint application for approved programs has been eliminated. Decisions regarding which courses will constitute the 18 SCH of education will be determined by Texas Education Agency staff and the Commission on Standards for the Teaching Profession based on course prefixes, course titles and, if necessary, course descriptions.

(b) No. A sub-category on 13 will not be designated for professional education methods courses. Courses on the

inventory which are coded inaccurately should be addressed as indicated in item #2 below.

2. Will guidelines be provided for reclassifying courses now included under an education designation that need to be recoded to provide a more accurate classification of content?

Although the Texas CIP codes are no longer required on the form, Texas CIP codes on the Coordinating Board course inventory (public institutions) should identify the subject matter content. Because the choice of subject prefix, course title, program applicability, administrative placement, and faculty qualifications are based on factors particular to each campus, course inventory coding is not intended to represent these factors.

Subject content coding routinely is based on catalog descriptions. If the coding of a course on the inventory appears to be inaccurate, inventory update requests (with content descriptions) should be submitted through routine channels. The request should include both a Texas CIP code different from the one shown and the reasons why the recommended code more accurately identifies the content. Such course updates should be included in the annual course inventory update submission of each institution.

3. Will all four options for the academic specialization, elementary, be allowed under the academic interdisciplinary major requirement? If not, which options will be excluded?

Yes. Coordinating Board Guidelines adopted December 4, 1987, Section II, D3, states that all interdisciplinary academic programs must satisfy the 1987 Standards adopted by the State Board of Education.

4. Will methods courses in reading be allowed as part of the interdisciplinary academic major for students seeking certification?

Yes, with a limit of 18 hours as specified in the Coordinating Board Guidelines, Section II, D2.

5. Will methods courses in Bilingual Education, Early Childhood Education, English as a Second Language, and Special Education be allowed as part of the interdisciplinary academic major for students seeking certification in delivery systems?

No.

6. Will methods courses in (a) hearing impaired (certificate) and (b) visually handicapped (endorsement only) be allowed as part of the interdisciplinary academic major for students seeking certification in these higher technical fields?

No, methods courses with the exception of reading may not be included as part of an academic or interdisciplinary academic major.

(a) Certificate programs in hearing impaired and speech and language therapy should be academic majors.

(b) Courses leading toward an endorsement in bilingual education, English as a second language, early childhood education and special education* may (under Coordinating Board Guidelines Section II. D.2) be part of the interdisciplinary academic major. (provided they are not methods courses).

*Note that endorsements in visually handicapped as well as severely emotionally disturbed and autistic, severely and profoundly handicapped, and gifted and talented are sub-categories of special education and hence meet the above guidelines.

7. Can the September 1, 1991, completion date specified by SB 994, rather than dates prior to 9/1/91 that have been specified for admission to teacher education, be the definitive date for program eligibility under standards other than the 1987 Standards?

If the State Board of Education postpones the effective date of the 1987 Standards to September 1, 1989, the staff will suggest that other effective dates in Subchapter C also be postponed one year.

8. Will program applications submitted on the form provided be sufficient for Coordinating Board purposes or will such applications need to be accompanied by additional documentation? What kind of documentation will be required? Under what circumstances?

A single copy of all applications should be sent to the CB. In addition, in order to facilitate timely action by the CB, institutions should submit a list of currently authorized certificate/endorsement programs with a matching list of certificate/endorsement programs to be requested under the 1987 Standards. CB staff will notify each institution which of the requested certificate applications will be approved without further documentation. In most cases CB staff may be

able to identify certain certificate applications for which approval can be indicated immediately (in cases where the certificate is part of a currently authorized baccalaureate degree program). In cases where there is not a currently authorized degree program, the institution will be required to request such a program according to routine program approval procedures before certificate approval can be granted. In cases where it is unclear whether new authority is needed, CB staff will request additional information.

9. What sequence of program approval will be required by the coordinating Board? Degree then program? Program then degree? Simultaneous, as documented by application?

Where degree authority already has been granted, certificate approval by TEA is all that will be required; otherwise, simultaneous approval will be necessary.

10. Can the approval of new courses required to support new certification programs be expedited to enable institutions, who desire, to initiate programs in September of 1988?

Yes, if the certificate programs are within the pre-existing degree program authority of the institution.

12-22-87

Procedures for Implementing Coordinating Board
Guidelines regarding S. B. 994

On December 4, 1987, the Coordinating Board adopted guidelines in response to S.B. 994 of the 70th Texas Legislature, which mandates changes in baccalaureate programs for the preparation of public school teachers. Key elements of the legislation revolved around the requirements for teaching certificates:

1. An academic or interdisciplinary academic major including reading is required for a teaching certificate for which the SBOE requires a bachelor's degree.
2. The number of semester credit hours for education courses is restricted to 18.
3. The SBOE must provide for a minimum number of semester credit hours of student teaching.
4. The SBOE may allow by rule additional credit hours in education for certification in bilingual education, English as a second language, early childhood education, or special education.

The Coordinating Board staff will implement these guidelines in accordance with the following principles.

[NOTE: IT WILL BE USEFUL TO READ THESE PRINCIPLES IN CONJUNCTION WITH THOSE PREPARED BY THE TEXAS EDUCATION AGENCY STAFF.]

I. DEGREES

The BAED, BAT, BBED, BMED, BSED, BSELED, BSOED, BSPED, BSSED, BST, BSTED, and similar baccalaureate degree designations must be discontinued. Institutions may request changes to BA, BBA, BM, BS and similar degree designations as appropriate for the nature of the curriculum to be offered.

II. MAJORS

A. After September 1, 1991, the following baccalaureate degree majors must be eliminated from Texas public senior colleges and universities' offerings:

Agriculture Education
Bilingual Education
Business Education
Early Childhood Education
English as a Second Language
Fine Arts Education
(or subdisciplines)
Home Economics Education

Industrial Education
Language Arts Education
Mathematics Education
Physical Education
Reading
Science Education
Social Science Education
Special Education

12-22-87

Only academic subject matter courses will be applied toward the major. Courses which meet the 18 SCH professional development requirements of the Texas Education Agency must be excluded from the above majors.

B. Academic majors to prepare teachers must be related to T.E.C. Section 21.101, which defines the essential elements of the public school curriculum.

C. Interdisciplinary and multidisciplinary degree programs previously authorized by the Board for other purposes; e.g., General Studies, Liberal Arts, Interdisciplinary Studies, etc., may not be used to satisfy the "interdisciplinary academic major" provision of S.B. 994 without a Coordinating Board reappraisal of the curriculum.

D. Proposals for new or revised interdisciplinary academic programs to prepare teachers will be reviewed in accordance with the following:

1. Such programs must consist of a minimum of 48 undergraduate semester credit hours with a minimum of 21 semester credit hours at the upper division level.

2. Undergraduate academic courses (but not teaching methodology or pedagogy) in reading, early childhood education, special education, bilingual education, and English as a second language may be included in the interdisciplinary academic major. However, no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a second language. (By law, additional credit in reading may be required by the State Board of Education.) If such an 18 hour block is selected in one of the four areas above, then at least 30 semester credit hours must be taken in academic subject matter content courses from a combination of any three of the followings:

Fine Arts
Mathematics
Language Arts

Reading
Science
Social Science

3. Interdisciplinary academic programs must satisfy 1987 Texas Education Agency certification requirements.



Texas Education Agency

1701 NORTH CONGRESS AVENUE

AUSTIN, TEXAS 78701-1494

(512) 463-9734

March 23, 1988

TO: Chief Academic Officers and Deans of Education

FROM: William H. Sanford *W.H. Sanford*
Texas Higher Education Coordinating Board

Richard E. Swain *R.E. Swain*
Texas Education Agency

RE: Questions Raised by Institutional Representatives
Concerning Implementation of S.B. 994

Since our last memo of January 13, 1988, a number of recurring questions have been asked. Below we try to address the most frequently asked.

1. How will the 18-hour block of education courses be determined?

Each institution must declare what courses will be in the 18-hour block. The Professional Development Sequence (page 9 of the Application for an Approved Program and pages 4-9 of Chapter 137, Subchapter M, Section 137.551 (e) of the 1987 Standards for Teacher Education), however, poses a number of questions related to implementation of Senate Bill 994.

When one examines the Matrix for Professional Development on page 11 of the Application, the content of a number of components in the "required studies" column is commonly taught in courses often delivered outside the College of Education. These may include the multicultural component, human growth and development, learning theory, etc.

In the past, all coursework in the professional development sequence had to have an Education prefix. At some institutions, to show compliance, courses were even cross-referenced. For example, a multicultural course might have been cross-listed in a university catalog as a sociology/education course which, in effect, delivered sociology content and was taught in either department. At a state institution such a course was most probably coded sociology in the Coordinating Board's course inventory. In such coding the Coordinating Board looked at neither prefix nor title, but at what the majority of the course content was, based upon an approved course description. In the absence of such codes, the Texas Education Agency (which, unlike the Coordinating Board, also works with independent institutions) did look at prefix and title in determining what was allowable in the professional development sequence and elsewhere in the total program application. *

As a result of Senate Bill 994, the content of a course has become most important, especially since upper division education coursework in the professional development sequence is limited to 18 semester credit hours. The phrase "professional development sequence" is not necessarily synonymous with "education courses." Some topics in the professional development sequence may be met in non-education courses that are outside the 18-hour limitation. We have requested, therefore, that coursework with non-education content which might deliver a professional development component (such as those exemplified above) be listed at the bottom of page 9 of the form, below the education coursework. *

We reiterate that while both state agencies agree that course content is more important than prefix, applying institutions must show proof that any course listed at the bottom of page 9 delivers a majority of content that is not education. This is especially important if such a course has an education prefix. [We would urge institutions not to list a course with an education prefix in this section.]

Descriptions for all courses listed in professional development beyond the 18 semester credit hours of education coursework allowable by law must be attached to the application. Course descriptions should reflect precisely what is taught in the course. Should questions arise, course syllabi may be requested. Thus, it is the responsibility of the institution to justify inclusion of any non-education course delivering professional development on the basis of its content if it is beyond the 18 semester hour limit. State institutions may wish to use Texas CIP coding of their courses as part of this justification.

2. Are the courses referred to in Subchapter M, 137.55, (f), page 9 for all-level necessarily part of the 18-hour block of education?

They may or may not be depending on the content of the courses.

3. How much reading may be included in the Interdisciplinary Major?

The Coordinating Board guidelines offer two possibilities for an interdisciplinary major: (a) one which simply specifies a minimum of 48 hours, of which 21 must be upper division (II.D.1) and (b) a more specific option which is intended to help students meet elementary certification requirements wherein reading, bilingual education, special education, English as a Second Language, and early childhood education need a substantial number of courses. (II.D.2)

The guidelines address reading only in the second case. In it, reading may be chosen as an 18-hour block and may include methodology courses. If reading is so chosen, then it may not also be chosen as one of the three other areas to make up the remaining 30 hours. (The additional six hours required to make up a 24-hour reading certificate must be taken outside the major.)

If either bilingual education, special education, English as a Second Language, or early childhood education courses are chosen as an 18-hour block within the interdisciplinary major, they may not include methodology courses. Reading may be chosen as one of the three other areas to make up the remaining 30 hours; however it should not exceed 6 hours without a strong justification for going beyond the requirements of the 1987 Standards.

4. May one have an interdisciplinary academic major that exceeds 48 hours?

Yes.

5. May one have more than 18 hours of early childhood education, bilingual education, special education, or ESL in the interdisciplinary academic major if the total hours exceeds the 48 hours?

No. The Coordinating Board guidelines say " ... no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a Second Language. ... If such an 18-hour block is selected in one of the four areas above, then at least 30 semester credit hours must be taken in academic subject matter content courses from a combination of any three of the following ..." Thus the 18 hours are a maximum while the 30 hours are a minimum.

6. How should programs be submitted:

For TEA, submit two copies of the application, including all requested attachments along with a cover letter from the dean or head of Education listing all programs submitted. In order to assure timely consideration by the Commission on Standards for the Teaching Profession to meet the September 1, 1989 deadline for program approval, the latest date for submission of program applications to TEA will be April 1, 1989. Please send a third copy of the application to the Coordinating Board.

In addition, in order to facilitate timely action by the Coordinating Board, public institutions should submit a list of currently authorized certificate/endorsement programs with a matching list of certificate/endorsement programs to be requested under the 1987 Standards. Coordinating Board staff will notify each institution which of the requested certificate applications may be approved without further documentation. In most cases, Coordinating Board staff may be able to identify certain certificate applications for which approval can be given immediately (for example, in cases where the certificate is part of a currently authorized baccalaureate degree program). In cases where there is not a currently authorized degree program, the institution will be required to request such a program according to routine program approval procedures before certificate approval can be granted. In cases where it is unclear whether new authority is needed, Coordinating Board staff will request additional information.

7. Are program requests to the Coordinating Board nonsubstantive?

In most cases they may be. If they are not, they will be returned to the institution for submission as substantive proposals.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P. O. Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512 462 6485

TO: Dean, College of Education
FROM: Frances K. Sage *FS*
DATE: September 7, 1988

In reviewing application forms submitted to the Texas Education Agency and the Coordinating Board, we have discovered they do not provide information adequate for our analysis of secondary and all-level certificate programs. We are reviewing the degree requirements to assure they are comparable to requirements for non-teacher-preparation students. We are also checking to assure that courses required in general education, the major, and the minor are academic courses. Finally, we are checking that a student can earn an initial certificate in approximately four years. We need the ability to compare the current degree requirements for the non-teacher-preparation major with the proposed requirements for teacher preparation.

We need additional information which will show the following information clearly.

1. General education course requirements
2. All course requirements for the major
3. Total number of hours for the minor if required and any restrictions as to subject field
4. Professional development courses
5. Any other courses not identified elsewhere in the proposed program (e.g. prerequisites, required support courses, etc.)
6. If both a B.S. and B.A. degree are offered in the major, we need indications of the difference

Information can be provided in several ways: (1) Copies of pages in your most current catalog (if accurate and with requirements clearly indicated) may be submitted; (2) If the course requirements for a TEA Option I certificate are identical to the major for teacher preparation students, you may so indicate; (3) You may cut and paste the information



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512-462-6485

October 5, 1988

MEMORANDUM

TO: Public University Chief Academic Officers and Deans of Education

FROM: William H. Sanford *Bill Sanford*

SUBJECT: Coordinating Board Review of Teacher Certificate Programs

As you know, for the past several months our staff has been reviewing requests for new certificate and degree programs in secondary, elementary, and all-level teacher preparation programs. One category of proposals includes certificate program changes where no new degree authority is being simultaneously requested: that is, where the institutions already have appropriate degree authority.

In the same spirit as the joint memoranda that Richard Swain of TEA and I sent earlier this year, I want to inform you of the factors we are using to judge whether or not to recommend approval of a certificate program of the above type. In the order in which we have been looking at them, the factors are

1. existing degree authority
2. size of the curriculum (i.e., is it reasonably a four-year program)
3. similarity to programs in the same field for persons not planning to become teachers *
4. number of teacher education course credit hours (no more than 18) *
5. general education courses and courses in the major/minor
(for example, we are looking to see if courses would be appropriate for students not planning to become teachers) *

I hope that by sharing with you some of the criteria we are using to review these proposals, we can assist your staff and faculty as they prepare requests for submission.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512-463-6485

November 14, 1988

TO THE PERSON ADDRESSED:

On October 28, 1988, the Coordinating Board adopted the enclosed Guidelines on Teacher Education. These Guidelines are effective immediately although Section V allows students currently enrolled in an existing program until September 1, 1991, to either complete their work or transfer to another program.

All new proposed programs must be in compliance with these Guidelines and existing programs must be brought into compliance by September 1, 1991.

If you have questions, please contact me or Dr. Frances Sage.

Sincerely,

A handwritten signature in cursive script, appearing to read "W. H. Sanford".

William H. Sanford

Enclosure



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • Austin, Texas 78711

October 28, 1988

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512 462 6400

GUIDELINES ON TEACHER EDUCATION

Undergraduate Certification Preparation

- I. Every public institution offering teacher preparation programs must offer the eighteen hours of professional development at the undergraduate level as part of all undergraduate degree and initial (entry) certificate programs offered.

Post-Baccalaureate Certification Preparation (See also item I above)

- II. A. Courses taken for post-baccalaureate initial (entry) certification must be for undergraduate credit and funding only.
- B. For students who have already completed initial (entry) certification requirements and a baccalaureate degree, institutions may offer additional certification programs. Courses required for additional certification programs may be offered for master's level formula funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from their undergraduate counterparts.

Extended Certification Preparation (See also item I above)

- III. Institutions that propose extended certification programs must meet the following conditions:
 - A. They must assure that special efforts will be taken to provide needy students who enroll in extended programs with financial assistance. It will be provided after the qualified student has completed all undergraduate degree requirements. Institutions will be expected to maintain at least the same percentage of minority representation in extended certification programs as they have in baccalaureate certification programs. If upon future review the Coordinating Board finds disproportionate underrepresentation of needy

or minority students in an extended program, the Coordinating Board may require additional student financial aid for such students as a condition for continuing the program.

- B. Needy students are those eligible for assistance as determined under guidelines for federal campus-based student assistance programs.
- C. Students must be provided a choice to become certified without taking the extended program, through a baccalaureate certificate in the same specialization or teaching field in which an extended program is offered.
- D. Institutions offering extended certification programs must also make available to students the post-baccalaureate programs as outlined in 19 Texas Administrative Code Chapter 137, Subchapter I, Section 137.321 adopted by the State Board of Education January 9, 1988. Such programs must have the following characteristics:

For certification, the candidate must (1) demonstrate competence in educational computing and speech competency, (2) possess the minimum number of semester hours specified for a teaching specialty, (3) complete eighteen semester hours in professional development studies, and (4) obtain passing scores on the state-mandated professional development and teaching specialty tests.

- E. It is the institution's responsibility to see that all student options are clearly described in the institution's catalog.
- F. Justifications for extended programs should state the academic goals to be accomplished and the anticipated positive contributions of the program to the quality of teacher preparation.
- G. Where extended programs are authorized, any graduate courses used to qualify for initial certification and to be funded at the graduate level must be significantly different in content, depth and breadth from their undergraduate counterparts and must have appropriate, specified undergraduate course prerequisites.
- H. All student teaching courses must be for undergraduate credit only and will be funded only at the undergraduate level.
- I. Requests for extended programs must include comprehensive descriptions of review processes and projected outcomes whereby the programs can be evaluated in an empirical manner.

- J. Beginning no later than five years after approval, institutions with extended programs will report annually to the Coordinating Board on the progress of the program. No extended program may continue beyond nine years past the semester for which it was authorized for implementation, without formal Coordinating Board review and approval of its extension.

Graduate Degree Programs

- IV. Graduate degree programs must require at least thirty semester credit hours beyond the first eighteen hours required for initial (entry) certification.

Completion for Existing Programs

- V. Students within existing programs impacted by the above guidelines must complete their programs or transfer to the new programs no later than September 1, 1991.

1 added by S.B. No. 351, Acts of the 72nd Legislature, Regular
2 Session, 1991, is amended to read as follows:

3 (e) A county education district may not enter into a tax
4 abatement agreement under this chapter; however, a tax abatement
5 agreement entered into by a school district before September 1,
6 1991, applies to taxes collected by both the school district and
7 the county education district.

8 SECTION 27. Subchapter B, Chapter 13, Education Code, is
9 amended by adding Section 13.050 to read as follows:

10 Sec. 13.050. CENTERS FOR PROFESSIONAL DEVELOPMENT AND
11 TECHNOLOGY. (a) The State Board of Education and the Texas Higher
12 Education Coordinating Board may develop the process for the
13 establishment of centers for professional development through the
14 colleges of education for the purpose of integrating technology and
15 innovative teaching practices in the preservice and staff
16 development training of teachers and administrators. An
17 institution of higher education with an approved teacher education
18 program may develop a center through a collaborative process
19 involving public schools, regional education service centers, and
20 other entities or businesses. A center may contract with other
21 entities to develop materials and provide training.

22 (b) On application by a center the State Board of Education
23 shall make grants to the center for its programs from funds derived
24 from gifts, grants, and legislative appropriations for that
25 purpose. The board shall award the grants on a competitive basis
26 according to requirements established by the board's rules, which
27 shall be developed in consultation with the Texas Higher Education

1 Coordinating Board.

2 (c) A center may provide preservice and professional staff
3 development training for teachers and administrators that:

4 (1) assists in the development of strategies for the
5 achievement of academic excellence and for relating campus
6 performance objectives to student outcomes;

7 (2) promotes effective teaching practices that
8 incorporate technology and provide an expanded vision and
9 understanding of technological applications and skills; or

10 (3) is coordinated with the textbook adoption cycle
11 and the restructuring of the curriculum.

12 (d) A center may develop and implement a comprehensive
13 field-based teacher education program to supplement the student
14 teaching hours required in Section 13.036(b) of this chapter. This
15 comprehensive field-based teacher program must:

16 (1) be designed on the basis of current research into
17 state-of-the-art teaching practices, curriculum theory and
18 application, evaluation of student outcomes, and the effective
19 application of technology; and

20 (2) have rigorous internal and external evaluation
21 procedures that focus on content, delivery systems, and teacher and
22 student outcomes.

23 (e) For exemplary programs, the commissioner of education,
24 in consultation with the commissioner of higher education, may
25 waive the provision of Section 13.036(b) of this code concerning
26 student teaching hours or concerning illness, tragedy, or military
27 service.

1 (f) A center, in conjunction with a school district, may
2 establish a laboratory school that offers:

3 (1) one or more "classrooms of the future" that serve
4 as state-of-the-art demonstration sites for the use of technology
5 and effective teaching practices; or

6 (2) one or more professional development laboratories
7 that demonstrate state-of-the-art effective teaching practices
8 utilizing technology.

9 (g) A center may provide summer institutes that utilize
10 college or university faculty or other qualified professionals to
11 provide specialized training in:

12 (1) the effective application of technology skills;

13 (2) innovative and visionary strategies for effective
14 teaching;

15 (3) district-level and campus-level collaborative
16 decision making that focuses on student achievement;

17 (4) site-based management for teachers,
18 administrators, and school board trustees that focuses on student
19 achievement; or

20 (5) technical writing and the development of
21 innovative grant proposals.

22 (h) A center may target one or more of its programs at the
23 recruitment, training, or retraining of qualified minorities and
24 other persons as teachers in subject areas for which there is a
25 shortage of teachers.

26 (i) The commissioner of education shall coordinate the
27 activities of the centers with the activities of the center for

1 educational technology authorized in Section 14.044 of this code.

2 SECTION 28. Subsection (b), Section 21.7531, Education Code,
3 is amended to read as follows:

4 (b) Performance on the indicators required by this section
5 shall be compared to projections [~~a--projection~~] of expected
6 performance for purposes of evaluation, accreditation, and
7 determination of exemplary status. The indicators must be based on
8 information that is disaggregated with respect to race, gender,
9 age, and socioeconomic status and must include:

10 (1) the results, through longitudinal studies, of
11 criterion-referenced assessment instruments required under Section
12 21.551 of this code;

13 (2) the results of tests with national norms,
14 including the Scholastic Aptitude Test and the American College
15 Test;

16 (3) high school graduation rates;

17 (4) student attendance;


18 (5) student enrollment in advanced academic courses;

19 and

20 (6) the degree of change from one school year to the
21 next in the items under Subdivisions (1) through (5) of this
22 subsection, considering the impact of student mobility.

23 SECTION 29. Section 21.757, Education Code, is amended by
24 amending Subsection (b) and adding Subsections (i) and (j) to read
25 as follows:

26 (b) If a campus is a low-performing campus, as determined on
27 the basis of the indicators adopted under Section 21.7531 of this



Texas Higher Education COORDINATING BOARD UNIVERSITIES DIVISION

William H. Sanford, Assistant Commissioner

P. O. Box 12788 Austin, Texas 78711

512-483-6200 FAX 512-483-6168

Teacher Education Field-Based Courses (TEF)

Definition:

Teacher Education Field-Based (TEF) Courses are those courses in which the primary activity is performance of some professional teacher activities by the university student while interacting with public school students and teachers, and with university faculty members in a school-related setting. The professional activities do not necessarily include teaching, but must include more than observation within a classroom. The interaction with students, teachers, and university faculty must be regular and frequent. Courses eligible to be TEF includes those in the professional development sequence and in some instances in reading, early childhood, bilingual and special education.

Procedures for Gaining Recognition:

Universities requesting review of courses for field-based funding should send a current course syllabus for each course to the Coordinating Board (Attention: Sarah B. Burkhalter). The syllabus must clearly state the professional activities required of the student, the frequency and nature of the involvement of the student with faculty, and the procedures and standards used to evaluate the performance of the student.

For additional information, contact:

Sarah B. Burkhalter
Associate Program Director
512/483-6220
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Effective Fall 1992



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

William H. Sanford, Assistant Commissioner
512-483-6200 • FAX 512-483-6168

MEMORANDUM

TO: Chief Academic Officers and Deans of Education, Public Senior
Institutions Approved as Centers for Professional Development and
Technology

FROM: William H. Sanford *WHS*

DATE: October 5, 1993

RE: Teacher Education Programs

We have been asked by many of you for guidance in planning changes to your currently approved teacher education programs as you move to a field-based model. The Coordinating Board has established guidelines for interdisciplinary degrees and has set a limit of 139 semester credit hours as the maximum for a bachelor's degree plus initial certification requirements. We do not anticipate any changes to these.

Commissioners Meno and Ashworth have met briefly to discuss the amount of flexibility they could support in teacher education programs. It was decided that the best forum for discussion would be the next meeting of Commissioner Meno's Education Deans Advisory Committee set for November 19. Both commissioners will be present to receive input from the deans and to discuss how we will proceed.

Attached for your information are excerpts of SB 994, HB 2885, and the CB Guidelines on Teacher Education.

Attachment

cc: Kenneth H. Ashworth
Lionel R. Meno
Deans of Education (non-Centers)
Linda Cimusz
Lynda Haynes
Pat Linares
Glenda Barron

EXCERPTS OF SB 994, HB 2885, AND CB GUIDELINES ON TEACHER EDUCATION

SB 994:

Section 13.036(b): After September 1, 1991, no more than 18 semester credit hours of education courses at the baccalaureate level may be required for the granting of a teaching certificate by the State Board of Education. Included in the hours needed for certification, the SBOE shall provide for a minimum number of semester credit hours of student teaching. The board may allow by rule additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.

HB 2885

Section 13.050(d): A Center may develop and implement a comprehensive field-based teacher education program to supplement the student teaching hours required in Section 13.036(b) of this chapter. This comprehensive field-based teacher education program must:

(1) be designed on the basis of current research into state-of-the-art teaching practices, curriculum theory and application, evaluation of student outcomes, and the effective application of technology; and

(2) have rigorous internal and external evaluation procedures that focus on content, delivery systems, and teacher and student outcomes.

CB BSIS Guidelines

Interdisciplinary academic programs (for elementary teachers) must:

1. Consist of a minimum of 48 undergraduate hours with 21 at the upper division level.

2. Undergraduate academic courses (but not teaching methodology) in reading, early childhood education, special education, bilingual education, and ESL may be included in the interdisciplinary academic major. However, no more than 18 hours may be included in early childhood education, special education, bilingual education or ESL. (By law, additional credit in reading may be required by the SBOE.) If such an 18 hour block is selected in one of the four areas above, then at least 30 hours must be taken in academic subject matter content courses from a combination of any three (3) of the following: Fine Arts, Mathematics, Language Arts, Reading, Science, or Social Science.



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UNIVERSITIES AND HEALTH AFFAIRS DIVISION

William H. Sanford, Assistant Commissioner
512-483-6200 • FAX 512-483-6168

MEMORANDUM

TO: Deans of Education
Public Universities with Centers for Professional Development and
Technology

FROM: Glenda Barron *GB*

DATE: June 30, 1994

RE: Report of June 17 Meeting

Thank you for participating in the meeting on June 17 to discuss how proposed changes to elementary teacher preparation degree programs would be submitted to the Coordinating Board. Attached is a copy of the format that should be used to submit requests for changes to interdisciplinary programs. I am also attaching a copy of the existing guidelines on interdisciplinary programs.

When the proposed changes are submitted to the Coordinating Board, there must be a statement signed by the President, Vice President for Academic Affairs and the Dean/Director of Education that all options for initial certification and the degree can be achieved in no more than 139 semester credit hours.

Several issues came up both during and after the meeting. Following is a brief discussion of these issues.

Field-Based Courses. To submit courses for review for field-based funding, please send me a copy of the syllabus for each course. You may choose to include additional information that will help me determine if the courses meet our requirements. Commissioner Ashworth wants me to be able to assure him that the university student is significantly involved on the public school campus with public school teachers and students and university faculty. The university student should be doing some of the tasks of a public school teacher, not just observation.

Twenty-Four Hour Limit. Commissioner Ashworth has indicated that he will support up to 24 semester credit hours of professional development courses, including student teaching. I expect a memorandum to that effect will be sent to institution presidents and provosts very soon.

Deans
June 30, 1994
Page 2

Off-Campus Courses. Courses that have been approved by Commissioner Ashworth as field-based (funding code changed to code 18) will not be considered as off-campus courses. These courses will not be subject to the regular off-campus rules.

Post-Baccalaureate Initial Certification. Commissioner Ashworth's Teacher Education Advisory Committee has reviewed the request from the Texas Association of Colleges for Teacher Education to amend the existing guidelines on post-baccalaureate certification. The committee recommended the proposed changes to Dr. Ashworth and he has placed the amendment on the July Coordinating Board agenda with a staff recommendation for approval. The Coordinating Board meets on July 14-15.

Guidelines for Interdisciplinary Programs. Dr. John Beck is on the agenda for the Teacher Education Advisory Committee's July meeting to discuss the existing guidelines for interdisciplinary programs. The meeting is scheduled for July 13, 10 a.m. to noon here at the Coordinating Board offices, Building V, Room 5.200.

Thank you again for your participation and assistance. If you have any questions or comments, please contact me:

512/483-6214 (office)
512/483-6168 (fax)
barronga@thecb.texas.gov

Attachments: Format
Guidelines on Interdisciplinary Programs (with follow-up memos)
Agenda for Teacher Education Advisory Committee, July 13 Meeting

cc: Participants, June 17 Meeting

Attached are the recommended formats for submitting requests to the Texas Higher Education Coordinating Board for review of changes to existing interdisciplinary programs. These are the formats for submitting the changes, not forms to be completed.

Format 1: Academic Major

Format 2: Delivery System Major

ACADEMIC FOUNDATIONS: (Core Curriculum) ____ SCH

Prefix Number Short Course Title

MAJOR: 48 SCH

Prefix Number Short Course Title

PROFESSIONAL DEVELOPMENT:

Prefix Number Short Course Title

OTHER:

Prefix Number Short Course Title

ACADEMIC FOUNDATIONS: (Core Curriculum) _____ SCH

Prefix Number Short Course Title

PROFESSIONAL DEVELOPMENT:

Prefix Number Short Course Title

OTHER:

Prefix Number Short Course Title

MAJOR: 48 SCH

18 SCH IN _____

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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30 SCH in three areas

Area 1: Fine Arts

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Area 2: Mathematics

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Area 3: Language Arts

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Area 4: Reading

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Area 5: Science

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Area 6: Social Science

<u>Prefix</u>	<u>Number</u>	<u>Short Course Title</u>
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Procedures for Implementing Coordinating Board
Guidelines regarding S. B. 994

On December 4, 1987, the Coordinating Board adopted guidelines in response to S.B. 994 of the 70th Texas Legislature, which mandates changes in baccalaureate programs for the preparation of public school teachers. Key elements of the legislation revolved around the requirements for teaching certificates:

1. An academic or interdisciplinary academic major including reading is required for a teaching certificate for which the SBOE requires a bachelor's degree.
2. The number of semester credit hours for education courses is restricted to 18.
3. The SBOE must provide for a minimum number of semester credit hours of student teaching.
4. The SBOE may allow by rule additional credit hours in education for certification in bilingual education, English as a second language, early childhood education, or special education.

The Coordinating Board staff will implement these guidelines in accordance with the following principles.

[NOTE: IT WILL BE USEFUL TO READ THESE PRINCIPLES IN CONJUNCTION WITH THOSE PREPARED BY THE TEXAS EDUCATION AGENCY STAFF.]

I. DEGREES

The BAED, BAT, BBED, BMED, BSED, BSELED, BSOED, BSPED, BSSED, BST, BSTED, and similar baccalaureate degree designations must be discontinued. Institutions may request changes to BA, BBA, BM, BS and similar degree designations as appropriate for the nature of the curriculum to be offered.

II. MAJORS

A. After September 1, 1991, the following baccalaureate degree majors must be eliminated from Texas public senior colleges and universities' offerings:

Agriculture Education
Bilingual Education
Business Education
Early Childhood Education
English as a Second Language
Fine Arts Education
(or subdisciplines)
Home Economics Education

Industrial Education
Language Arts Education
Mathematics Education
Physical Education
Reading
Science Education
Social Science Education
Special Education

12-22-87

Only academic subject matter courses will be applied toward the major. Courses which meet the 18 SCH professional development requirements of the Texas Education Agency must be excluded from the above majors.

B. Academic majors to prepare teachers must be related to T.E.C. Section 21.101, which defines the essential elements of the public school curriculum.

C. Interdisciplinary and multidisciplinary degree programs previously authorized by the Board for other purposes; e.g., General Studies, Liberal Arts, Interdisciplinary Studies, etc., may not be used to satisfy the "interdisciplinary academic major" provision of S.B. 994 without a Coordinating Board reappraisal of the curriculum.

D. Proposals for new or revised interdisciplinary academic programs to prepare teachers will be reviewed in accordance with the following:

1. Such programs must consist of a minimum of 48 undergraduate semester credit hours with a minimum of 21 semester credit hours at the upper division level.

2. Undergraduate academic courses (but not teaching methodology or pedagogy) in reading, early childhood education, special education, bilingual education, and English as a second language may be included in the interdisciplinary academic major. However, no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a second language. (By law, additional credit in reading may be required by the State Board of Education.) If such an 18 hour block is selected in one of the four areas above, then at least 30 semester credit hours must be taken in academic subject matter content courses from a combination of any three of the following:

Fine Arts
Mathematics
Language Arts

Reading
Science
Social Science

3. Interdisciplinary academic programs must satisfy 1987 Texas Education Agency certification requirements.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512 462 6485

MEMORANDUM

January 13, 1988

TO: Chief Academic Officers and Deans of Education
FROM: William H. Sanford *WHS*
Richard Swain, Texas Education Agency *RSwain*
RE: Questions Raised by Deans of Education 1-6-88

Following are responses, prepared by CB staff and TEA staff, to questions raised by the deans of education in the public universities last week. This memorandum is being sent to the public and private institutions. At the upcoming meeting in Austin, January 19, 1988, 10 a.m., at the William B. Travis Building, 1700 Congress Avenue, Room 1-100, staff from both agencies will be available to answer questions as well as go over the application form for an approved program sent out earlier.

RESPONSE to Questions from Deans of Education

1. (a) Will all courses with a 13 CIP code automatically be included under the 18 semester hour professional education section of the application? (b) Will a 13 sub-category be designated as the professional education methods category; thereby eliminating the need for recoding all non-methods courses currently classified as CIP code 13?

(a) No. The listing of Texas CIP coding of courses on the joint application for approved programs has been eliminated. Decisions regarding which courses will constitute the 18 SCH of education will be determined by Texas Education Agency staff and the Commission on Standards for the Teaching Profession based on course prefixes, course titles and, if necessary, course descriptions.

(b) No. A sub-category on 13 will not be designated for professional education methods courses. Courses on the

inventory which are coded inaccurately should be addressed as indicated in item #2 below.

2. Will guidelines be provided for reclassifying courses now included under an education designation that need to be recoded to provide a more accurate classification of content?

Although the Texas CIP codes are no longer required on the form, Texas CIP codes on the Coordinating Board course inventory (public institutions) should identify the subject matter content. Because the choice of subject prefix, course title, program applicability, administrative placement, and faculty qualifications are based on factors particular to each campus, course inventory coding is not intended to represent these factors.

Subject content coding routinely is based on catalog descriptions. If the coding of a course on the inventory appears to be inaccurate, inventory update requests (with content descriptions) should be submitted through routine channels. The request should include both a Texas CIP code different from the one shown and the reasons why the recommended code more accurately identifies the content. Such course updates should be included in the annual course inventory update submission of each institution.

3. Will all four options for the academic specialization, elementary, be allowed under the academic interdisciplinary major requirement? If not, which options will be excluded?

Yes. Coordinating Board Guidelines adopted December 4, 1987, Section II, D3, states that all interdisciplinary academic programs must satisfy the 1987 Standards adopted by the State Board of Education.

4. Will methods courses in reading be allowed as part of the interdisciplinary academic major for students seeking certification?

Yes, with a limit of 18 hours as specified in the Coordinating Board Guidelines, Section II, D2.

5. Will methods courses in Bilingual Education, Early Childhood Education, English as a Second Language, and Special Education be allowed as part of the interdisciplinary academic major for students seeking certification in delivery systems?

No.

6. Will methods courses in (a) hearing impaired (certificate) and (b) visually handicapped (endorsement only) be allowed as part of the interdisciplinary academic major for students seeking certification in these higher technical fields?

No, methods courses with the exception of reading may not be included as part of an academic or interdisciplinary academic major.

(a) Certificate programs in hearing impaired and speech and language therapy should be academic majors.

(b) Courses leading toward an endorsement in bilingual education, English as a second language, early childhood education and special education* may (under Coordinating Board Guidelines Section II. D.2) be part of the interdisciplinary academic major. (provided they are not methods courses).

*Note that endorsements in visually handicapped as well as severely emotionally disturbed and autistic, severely and profoundly handicapped, and gifted and talented are sub-categories of special education and hence meet the above guidelines.

7. Can the September 1, 1991, completion date specified by SB 994, rather than dates prior to 9/1/91 that have been specified for admission to teacher education, be the definitive date for program eligibility under standards other than the 1987 Standards?

If the State Board of Education postpones the effective date of the 1987 Standards to September 1, 1989, the staff will suggest that other effective dates in Subchapter C also be postponed one year.

8. Will program applications submitted on the form provided be sufficient for Coordinating Board purposes or will such applications need to be accompanied by additional documentation? What kind of documentation will be required? Under what circumstances?

A single copy of all applications should be sent to the CB. In addition, in order to facilitate timely action by the CB, institutions should submit a list of currently authorized certificate/endorsement programs with a matching list of certificate/endorsement programs to be requested under the 1987 Standards. CB staff will notify each institution which of the requested certificate applications will be approved without further documentation. In most cases CB staff may be

able to identify certain certificate applications for which approval can be indicated immediately (in cases where the certificate is part of a currently authorized baccalaureate degree program). In cases where there is not a currently authorized degree program, the institution will be required to request such a program according to routine program approval procedures before certificate approval can be granted. In cases where it is unclear whether new authority is needed, CB staff will request additional information.

9. What sequence of program approval will be required by the coordinating Board? Degree then program? Program then degree? Simultaneous, as documented by application?

Where degree authority already has been granted, certificate approval by TEA is all that will be required; otherwise, simultaneous approval will be necessary.

10. Can the approval of new courses required to support new certification programs be expedited to enable institutions, who desire, to initiate programs in September of 1988?

Yes, if the certificate programs are within the pre-existing degree program authority of the institution.



Texas Education Agency

1701 NORTH CONGRESS AVENUE

AUSTIN, TEXAS 78701-1494

(512) 463-9734

March 23, 1988

TO: Chief Academic Officers and Deans of Education

FROM: William H. Sanford *WHS*
Texas Higher Education Coordinating Board

Richard E. Swain *RES*
Texas Education Agency

RE: Questions Raised by Institutional Representatives
Concerning Implementation of S.B. 994

Since our last memo of January 13, 1988, a number of recurring questions have been asked. Below we try to address the most frequently asked.

1. How will the 18-hour block of education courses be determined?

Each institution must declare what courses will be in the 18-hour block. The Professional Development Sequence (page 9 of the Application for an Approved Program and pages 4-9 of Chapter 137, Subchapter M, Section 137.551 (e) of the 1987 Standards for Teacher Education), however, poses a number of questions related to implementation of Senate Bill 994.

When one examines the Matrix for Professional Development on page 11 of the Application, the content of a number of components in the "required studies" column is commonly taught in courses often delivered outside the College of Education. These may include the multicultural component, human growth and development, learning theory, etc.

In the past, all coursework in the professional development sequence had to have an Education prefix. At some institutions, to show compliance, courses were even cross-referenced. For example, a multicultural course might have been cross-listed in a university catalog as a sociology/education course which, in effect, delivered sociology content and was taught in either department. At a state institution such a course was most probably coded sociology in the Coordinating Board's course inventory. In such coding the Coordinating Board looked at neither prefix nor title, but at what the majority of the course content was, based upon an approved course description. In the absence of such codes, the Texas Education Agency (which, unlike the Coordinating Board, also works with independent institutions) did look at prefix and title in determining what was allowable in the professional development sequence and elsewhere in the total program application.

As a result of Senate Bill 994, the content of a course has become most important, especially since upper division education coursework in the professional development sequence is limited to 18 semester credit hours. The phrase "professional development sequence" is not necessarily synonymous with "education courses." Some topics in the professional development sequence may be met in non-education courses that are outside the 18-hour limitation. We have requested, therefore, that coursework with non-education content which might deliver a professional development component (such as those exemplified above) be listed at the bottom of page 9 of the form, below the education coursework.

We reiterate that while both state agencies agree that course content is more important than prefix, applying institutions must show proof that any course listed at the bottom of page 9 delivers a majority of content that is not education. This is especially important if such a course has an education prefix. [We would urge institutions not to list a course with an education prefix in this section.]

Descriptions for all courses listed in professional development beyond the 18 semester credit hours of education coursework allowable by law must be attached to the application. Course descriptions should reflect precisely what is taught in the course. Should questions arise, course syllabi may be requested. Thus, it is the responsibility of the institution to justify inclusion of any non-education course delivering professional development on the basis of its content if it is beyond the 18 semester hour limit. State institutions may wish to use Texas CIP coding of their courses as part of this justification.

2. Are the courses referred to in Subchapter M, 137.55, (f), page 9 for all-level necessarily part of the 18-hour block of education?

They may or may not be depending on the content of the courses.

3. How much reading may be included in the Interdisciplinary Major?

The Coordinating Board guidelines offer two possibilities for an interdisciplinary major: (a) one which simply specifies a minimum of 48 hours, of which 21 must be upper division (II.D.1) and (b) a more specific option which is intended to help students meet elementary certification requirements wherein reading, bilingual education, special education, English as a Second Language, and early childhood education need a substantial number of courses. (II.D.2)

The guidelines address reading only in the second case. In it, reading may be chosen as an 18-hour block and may include methodology courses. If reading is so chosen, then it may not also be chosen as one of the three other areas to make up the remaining 30 hours. (The additional six hours required to make up a 24-hour reading certificate must be taken outside the major.)

If either bilingual education, special education, English as a Second Language, or early childhood education courses are chosen as an 18-hour block within the interdisciplinary major, they may not include methodology courses. Reading may be chosen as one of the three other areas to make up the remaining 30 hours; however it should not exceed 6 hours without a strong justification for going beyond the requirements of the 1987 Standards.

4. May one have an interdisciplinary academic major that exceeds 48 hours?

Yes.

5. May one have more than 18 hours of early childhood education, bilingual education, special education, or ESL in the interdisciplinary academic major if the total hours exceeds the 48 hours?

No. The Coordinating Board guidelines say " ... no more than 18 semester credit hours may be included in early childhood education, special education, bilingual education, or English as a Second Language. ... If such an 18-hour block is selected in one of the four areas above, then at least 30 semester credit hours must be taken in academic subject matter content courses from a combination of any three of the following ... " Thus the 18 hours are a maximum while the 30 hours are a minimum.

6. How should programs be submitted:

For TEA, submit two copies of the application, including all requested attachments along with a cover letter from the dean or head of Education listing all programs submitted. In order to assure timely consideration by the Commission on Standards for the Teaching Profession to meet the September 1, 1989 deadline for program approval, the latest date for submission of program applications to TEA will be April 1, 1989. Please send a third copy of the application to the Coordinating Board.

In addition, in order to facilitate timely action by the Coordinating Board, public institutions should submit a list of currently authorized certificate/endorsement programs with a matching list of certificate/endorsement programs to be requested under the 1987 Standards. Coordinating Board staff will notify each institution which of the requested certificate applications may be approved without further documentation. In most cases, Coordinating Board staff may be able to identify certain certificate applications for which approval can be given immediately (for example, in cases where the certificate is part of a currently authorized baccalaureate degree program). In cases where there is not a currently authorized degree program, the institution will be required to request such a program according to routine program approval procedures before certificate approval can be granted. In cases where it is unclear whether new authority is needed, Coordinating Board staff will request additional information.

7. Are program requests to the Coordinating Board nonsubstantive?

In most cases they may be. If they are not, they will be returned to the institution for submission as substantive proposals.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P O Box 12780 • 150 East Riverside Drive • Austin, Texas 78711

UNIVERSITIES AND HEALTH AFFAIRS DIVISION

WILLIAM H. SANFORD
Assistant Commissioner
512 462 8485

November 14, 1988

TO THE PERSON ADDRESSED:

On October 28, 1988, the Coordinating Board adopted the enclosed Guidelines on Teacher Education. These Guidelines are effective immediately although Section V allows students currently enrolled in an existing program until September 1, 1991, to either complete their work or transfer to another program.

All new proposed programs must be in compliance with these Guidelines and existing programs must be brought into compliance by September 1, 1991.

If you have questions, please contact me or Dr. Frances Sage.

Sincerely,

A handwritten signature in cursive script, appearing to read "W H Sanford".

William H. Sanford

Enclosure

October 28, 1988

GUIDELINES ON TEACHER EDUCATION

Undergraduate Certification Preparation

- I. Every public institution offering teacher preparation programs must offer the eighteen hours of professional development at the undergraduate level as part of all undergraduate degree and initial (entry) certificate programs offered.

Post-Baccalaureate Certification Preparation (See also item I above)

- II. A. Courses taken for post-baccalaureate initial (entry) certification must be for undergraduate credit and funding only.
- B. For students who have already completed initial (entry) certification requirements and a baccalaureate degree, institutions may offer additional certification programs. Courses required for additional certification programs may be offered for master's level formula funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from their undergraduate counterparts.

Extended Certification Preparation (See also item I above)

- III. Institutions that propose extended certification programs must meet the following conditions:
 - A. They must assure that special efforts will be taken to provide needy students who enroll in extended programs with financial assistance. It will be provided after the qualified student has completed all undergraduate degree requirements. Institutions will be expected to maintain at least the same percentage of minority representation in extended certification programs as they have in baccalaureate certification programs. If upon future review the Coordinating Board finds disproportionate underrepresentation of needy

or minority students in an extended program, the Coordinating Board may require additional student financial aid for such students as a condition for continuing the program.

- B. Needy students are those eligible for assistance as determined under guidelines for federal campus-based student assistance programs.
- C. Students must be provided a choice to become certified without taking the extended program, through a baccalaureate certificate in the same specialization or teaching field in which an extended program is offered.
- D. Institutions offering extended certification programs must also make available to students the post-baccalaureate programs as outlined in 19 Texas Administrative Code Chapter 137, Subchapter I, Section 137.321 adopted by the State Board of Education January 9, 1988. Such programs must have the following characteristics:

For certification, the candidate must (1) demonstrate competence in educational computing and speech competency, (2) possess the minimum number of semester hours specified for a teaching specialty, (3) complete eighteen semester hours in professional development studies, and (4) obtain passing scores on the state-mandated professional development and teaching specialty tests.
- E. It is the institution's responsibility to see that all student options are clearly described in the institution's catalog.
- F. Justifications for extended programs should state the academic goals to be accomplished and the anticipated positive contributions of the program to the quality of teacher preparation.
- G. Where extended programs are authorized, any graduate courses used to qualify for initial certification and to be funded at the graduate level must be significantly different in content, depth and breadth from their undergraduate counterparts and must have appropriate, specified undergraduate course prerequisites.
- H. All student teaching courses must be for undergraduate credit only and will be funded only at the undergraduate level.
- I. Requests for extended programs must include comprehensive descriptions of review processes and projected outcomes whereby the programs can be evaluated in an empirical manner.

- J. Beginning no later than five years after approval, institutions with extended programs will report annually to the Coordinating Board on the progress of the program. No extended program may continue beyond nine years past the semester for which it was authorized for implementation, without formal Coordinating Board review and approval of its extension.

Graduate Degree Programs

- IV. Graduate degree programs must require at least thirty semester credit hours beyond the first eighteen hours required for initial (entry) certification.

Completion for Existing Programs

- V. Students within existing programs impacted by the above guidelines must complete their programs or transfer to the new programs no later than September 1, 1991.

Approved (C. B. Taylor)
7-15-94

AGENDA ITEM IV-F

Consideration of adoption of an amendment to Guidelines on Teacher Education, Post-Baccalaureate Certification Preparation

RECOMMENDATION: Adoption of proposed amendment to Guidelines on Teacher Education, Post-Baccalaureate Certification Preparation

In October 1988, the Board adopted Guidelines on Teacher Education which included Post-Baccalaureate Certification Programs. These Guidelines required coursework for initial (entry) certification to be at the undergraduate level. Since that time, institutions have reported that they are serving many more mature individuals who have chosen teaching as a second career. The education faculty and administrators at these institutions do not believe the existing undergraduate curriculum for training teachers is the best choice for these mature students.

The proposed change allows institutions to offer initial certification coursework at the graduate level for master's level credit and funding. Courses must have appropriate undergraduate course prerequisites and be significantly different in content, depth and breadth from their undergraduate counterparts.

The proposed changes were presented by the Council of Deans of the Texas Association of Colleges for Teacher Education to Commissioner Ashworth's Teacher Education Advisory Committee and were unanimously approved by that Committee.

GUIDELINES ON TEACHER EDUCATION

Post-Baccalaureate Certification Preparation

- II. A. Courses taken for post-baccalaureate initial (entry) certification may ~~must~~ be for ~~under~~graduate credit and funding only if the courses and students meet the following criteria.
1. Courses required for post-baccalaureate initial (entry) certification may be for graduate credit and funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from these undergraduate counterparts. If prerequisite or "leveling" courses are required, they must be offered at the undergraduate level.
 2. The number of professional development graduate credit hours required for post-baccalaureate initial (entry) certification may not exceed the number required in the undergraduate degree programs which include certification opportunities.
 3. Enrollment in graduate courses required for post-baccalaureate initial (entry) certification must be restricted to qualified post-baccalaureate students eligible for admission to the post-baccalaureate teacher education program and to the institution as regular or special graduate students. Concurrent enrollment of post-baccalaureate and undergraduate students in these designated courses and classes is prohibited.
- B. For students who have already completed initial (entry) certification requirements and a baccalaureate degree, institutions may offer additional certification programs. Courses required for additional certification programs may be offered for master's level formula funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from their undergraduate counterparts.



TEXAS HIGHER EDUCATION COORDINATING BOARD

P.O. Box 12788 • Austin, Texas 78711

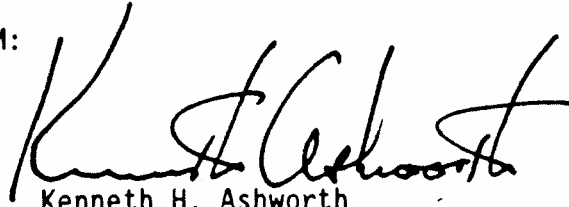
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Kenneth H. Ashworth
COMMISSIONER
512-483-6101

MEMORANDUM

TO: Texas Public Universities
Presidents and Chancellors
Vice Presidents for Academic Affairs
Deans of Arts and Sciences
Deans of Education

FROM:


Kenneth H. Ashworth
Commissioner of Higher Education


Lionel R. Meno
Commissioner of Education

DATE: October 27, 1994

RE: TEACHER EDUCATION

We have been receiving questions from persons who feel caught between our two agencies on policy issues arising from recent statutory mandates regarding teacher education programs. We hope the following information will respond to those questions. This information should be especially useful to public universities participating in an approved Center for Professional Development and Technology in preparing their requests for the new, field-based teacher education programs.

Our agencies will jointly and individually consider proposals to exceed the limitation of 18 semester credit hours (SCH) in education imposed by SB 994 and HB 2885 provided the following:

1. The institution must be a participant in a designated Center for Professional Development and Technology.
2. The proposal is accompanied by certification from all academic deans and the academic vice president of the institution that the integrity of the academic degree is retained.
3. The program must not require more than 139 SCH for both the degree and initial certificate.

(d) The course of instruction prescribed under Subsection (c)(3) shall be developed by the board in consultation with science faculty members at institutions of higher education.

Added by Acts 2003, 78th Leg., ch. 430, § 1, eff. Sept. 1, 2003.

§ 21.049. Alternative Certification

(a) To provide a continuing additional source of qualified educators, the board shall propose rules providing for educator certification programs as an alternative to traditional educator preparation programs. The rules may not provide that a person may be certified under this section only if there is a demonstrated shortage of educators in a school district or subject area.

(b) The board may not require a person employed as a teacher in an alternative education program under Section 37.008 or a juvenile justice alternative education program under Section 37.011 for at least three years to complete an alternative educator certification program adopted under this section before taking the appropriate certification examination.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 609, § 1, eff. Sept. 1, 2001.

§ 21.050. Academic Degree Required for Teaching Certificate; Internship

(a) A person who applies for a teaching certificate for which board rules require a bachelor's degree must possess a bachelor's degree received with an academic major or interdisciplinary academic major, including reading, other than education, that is related to the curriculum as prescribed under Subchapter A, Chapter 28.¹

(b) The board may not require more than 18 semester credit hours of education courses at the baccalaureate level for the granting of a teaching certificate. The board shall provide for a minimum number of semester credit hours of internship to be included in the hours needed for certification. The board may propose rules requiring additional credit hours for certification in bilingual education, English as a second language, early childhood education, or special education.

(c) A person who receives a bachelor's degree required for a teaching certificate on the basis of higher education coursework completed while receiving an exemption from tuition and fees under Section 54.214

may not be required to participate in any field experience or internship consisting of student teaching to receive a teaching certificate.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 524, § 1, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 74, § 2, eff. May 14, 2001.

¹ V.T.C.A., Education Code § 28.001 et seq.

§ 21.051. Options for Field Experience and Internships

The board shall propose rules providing flexible options for persons for any field experience or internship required for certification.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 21.052. Certification of Educators From Outside the State

(a) The board may issue a certificate to an educator who:

(1) holds:

(A) a degree issued by an institution accredited by a regional accrediting agency or group that is recognized by a nationally recognized accreditation board; or

(B) a degree issued by an institution located in a foreign country, if the degree is equivalent to a degree described by Paragraph (A);

(2) holds an appropriate certificate or other credential issued by another state or country; and

(3) performs satisfactorily on:

(A) the examination prescribed under Section 21.048; or

(B) if the educator holds a certificate or other credential issued by another state or country, an examination similar to and at least as rigorous as that described by Paragraph (A) administered to the educator under the authority of that state.

(b) For purposes of Subsection (a)(2), a person is considered to hold a certificate or other credential if the credential is not valid solely because it has expired.

(c) The board may issue a temporary certificate under this section to an educator who holds a degree required by Subsection (a)(1) and a certificate or other credential required by Subsection (a)(2) but who has not satisfied the requirements prescribed by Subsection (a)(3). Subject to Subsection (d), the board may

Sec. 21.047. CENTERS FOR PROFESSIONAL DEVELOPMENT OF TEACHERS. (a) The board may develop the process for the establishment of centers for professional development through institutions of higher education for the purpose of integrating technology and innovative teaching practices in the preservice and staff development training of public school teachers and administrators. An institution of higher education with a teacher education program may develop a center through a collaborative process involving public schools, regional education service centers, and other entities or businesses. A center may contract with other entities to develop materials and provide training.

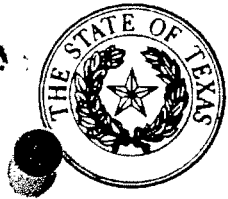
(b) On application by a center, the board shall make grants to the center for its programs from funds derived from gifts, grants, and legislative appropriations for that purpose. The board shall award the grants on a competitive basis according to requirements established by the board rules.

(c) A center may develop and implement a comprehensive field-based educator preparation program to supplement the internship hours required in Section 21.050. This comprehensive field-based teacher program must:

(1) be designed on the basis of current research into state-of-the-art teaching practices, curriculum theory and application, evaluation of student outcomes, and the effective application of technology; and

(2) have rigorous internal and external evaluation procedures that focus on content, delivery systems, and teacher and student outcomes.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.



Texas Higher Education
COORDINATING BOARD
UNIVERSITIES DIVISION

William H. Sanford, Assistant Commissioner

P. O. Box 12788 Austin, Texas 78711

512-483-6200 FAX 512-483-6168

July 25, 1996

MEMORANDUM

TO: Chief Academic Officer
or Education Dean Addressed

FROM: Bill Sanford *Bill Sanford*

SUBJECT: Teacher Education Standards

Several Texas universities are involved in some way with changing the manner in which they are preparing public school teachers. Some are moving toward "field-basing" selected courses in a traditional teacher preparation sequence, and others are restructuring as Centers for Professional Development and Technology (CPDT). Several individuals have raised questions about the Coordinating Board's continuing rules, guidelines, and procedures regarding these modifications. Please consider the following as you prepare to submit materials for new or modified degree and certificate program or formula funding changes:

Restructuring

1. All degree programs which provide initial preparation for public school teachers must have an academic discipline major or an interdisciplinary academic major. The interdisciplinary academic major, which is intended to prepare elementary teachers with knowledge in several academic areas, must follow one of two formats:

- a) a minimum of 48 semester credit hours in academic course work, with 21 upper division hours (no education courses)
- or
- b) 18 hours in a single "delivery system" (Early Childhood Education, Special Education, Bilingual Education, English as a Second Language, or Reading)
- plus 30 hours in academic subject matter content courses made up of a combination of any three of the following: Fine Arts, Mathematics, Language Arts, Reading, Science, and Social Science. No course containing pedagogy may be counted toward this major, except in Reading, and then no more than six hours.

A good test for whether or not a course may be included as part of an academic major is if it also counts toward a degree for persons majoring in that or other disciplines, but who are not seeking teacher certification credentials. Courses that are designed primarily for teachers cannot be used as part of the academic major.

MEMORANDUM

July 25, 1996

page two

2. Professional education courses are limited to 18 semester credit hours, including student teaching, for non-CPDTs. Approved CPDTs may propose restructured programs which contain up to 24 hours of professional education courses, including student teaching. No "hidden" education courses may be included anywhere in the degree; and syllabi should be provided to facilitate staff review of proposals.

3. Total required semester credit hours may not exceed 139; and all requirements must be undergraduate.

Post-Baccalaureate Certification and Field-Based Funding

Institutions seeking authority to offer initial certification for graduate credit and funding, or to change course designations to the field-based funding rate, should submit course change requests to the THECB for approval (see the attached CB guidelines for more details).



Texas Higher Education COORDINATING BOARD UNIVERSITIES DIVISION

William H. Sanford, Assistant Commissioner

P. O. Box 12788 Austin, Texas 78711

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GUIDELINES ON TEACHER EDUCATION

Post-Baccalaureate Certification Preparation

- II. A. Courses taken for post-baccalaureate initial (entry) certification may be for graduate credit and funding only if the courses and students meet the following criteria.
 - 1. Courses required for post-baccalaureate initial (entry) certification may be for graduate credit and funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from these undergraduate counterparts. If prerequisite or "leveling" courses are required, they must be offered at the undergraduate level.
 - 2. The number of professional development graduate credit hours required for post-baccalaureate initial (entry) certification may not exceed the number required in the undergraduate degree programs which include certification opportunities.
 - 3. Enrollment in graduate courses required for post-baccalaureate initial (entry) certification must be restricted to qualified post-baccalaureate students eligible for admission to the post-baccalaureate teacher education program and to the institution as regular or special graduate students. Concurrent enrollment of post-baccalaureate and undergraduate students in these designated courses and classes is prohibited.
- B. For students who have already completed initial (entry) certification requirements and a baccalaureate degree, institutions may offer additional certification programs. Courses required for additional certification programs may be offered for master's level formula funding if they have appropriate, specified undergraduate course prerequisites, and if they can also be shown to be significantly different in content, depth and breadth from their undergraduate counterparts.

For additional information, contact:

Sarah B. Burkhalter
Associate Program Director
512/483-6220
burkhaltsh@theqb.state.tx.us



Texas Higher Education COORDINATING BOARD UNIVERSITIES DIVISION

William H. Sanford, Assistant Commissioner

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Teacher Education Field-Based Courses (TEF)

Definition:

Teacher Education Field-Based (TEF) Courses are those courses in which the primary activity is performance of some professional teacher activities by the university student while interacting with public school students and teachers, and with university faculty members in a school-related setting. The professional activities do not necessarily include teaching, but must include more than observation within a classroom. The interaction with students, teachers, and university faculty must be regular and frequent. Courses eligible to be TEF includes those in the professional development sequence and in some instances in reading, early childhood, bilingual and special education.

Procedures for Gaining Recognition:

Universities requesting review of courses for field-based funding should send a current course syllabus for each course to the Coordinating Board (Attention: Sarah B. Burkhalter). The syllabus must clearly state the professional activities required of the student, the frequency and nature of the involvement of the student with faculty, and the procedures and standards used to evaluate the performance of the student.

For additional information, contact:

Sarah B. Burkhalter
Associate Program Director
512/483-6220
burkhaltsh@thecb.state.tx.us

Effective Fall 1992

H.B. No. 713

1 certification;

2 (2) provide financial incentives in proportion to the
3 length of the period the participant is obligated by contract to
4 teach after certification; and

5 (3) give special financial incentives to a participant
6 who agrees in the contract to teach in an underserved area.

7 (b) Financial incentives may be paid only from funds
8 appropriated specifically for that purpose and from gifts, grants,
9 and donations solicited or accepted by the State Board for Educator
10 Certification for that purpose.

11 (c) The State Board for Educator Certification shall
12 propose rules establishing criteria for awarding financial
13 incentives under this section, including criteria for awarding
14 financial incentives if there are more participants than funds
15 available to provide the financial incentives.

16 SECTION 9. Subchapter C, Chapter 61, Education Code, is
17 amended by adding Section 61.0514 to read as follows:

18 Sec. 61.0514. INTEGRATED COURSEWORK. The board, with the
19 cooperation and advice of the State Board for Educator
20 Certification, shall adopt educator preparation coursework
21 guidelines that promote, to the greatest extent practicable, the
22 integration of subject matter knowledge with classroom teaching
23 strategies and techniques in order to maximize the effectiveness
24 and efficiency of coursework required for certification under
25 Subchapter B, Chapter 21.

26 SECTION 10. Subchapter M, Chapter 61, Education Code, is
27 amended to read as follows:



**Texas Higher Education
COORDINATING BOARD
DIVISION OF EDUCATIONAL PARTNERSHIPS**

William H. Sanford, Assistant Commissioner

*P. O. Box 12788 Austin, Texas 78711
512-483-6200 FAX 512-483-6256*

Dr. Ron Swanson, Director
Texas Academic Skills Program
512-483-6330
FAX 512-483-6264

Gloria White, Director
Eisenhower Professional
Development Grants Program
512-483-6318
FAX 512-483-6522

Rose Martinez
Program Director
Educational Partnerships
512-483-6182
FAX 512-483-6256

Web Site:
<http://www.thecb.state.tx.us>

MEMORANDUM

April 5, 2000

TO: Provosts, Academic Vice Presidents, and Deans of Education
FROM: Bill Sanford
SUBJECT: Educator Certification Standards

On February 22, I wrote to you outlining how the Coordinating Board staff will review requests for changes in educator preparation degree programs prompted by revisions in certification standards recently adopted by the State Board for Educator Certification (SBEC). The criteria outlined in that memo remain the basis for our reviews; however, the many comments, questions, and helpful suggestions we have received since then have encouraged me to provide a more expanded summary of our procedures for reviewing program requests and the factors we will need to examine. We hope it will be helpful to you in deciding how you can most effectively address the curricular changes you are facing.

SBEC's principal decision was to change the kindergarten-to-8th grade certification structure to two levels of preparation: early childhood-to-4, and 4-to-8 (middle grades). Here are some points about the new levels.

Previously approved BAIS and BSIS interdisciplinary academic degree programs which included elementary teacher education courses should be able to be modified to prepare students for EC-4 certification with only minor changes in curricula--changes that do not require creation of new degree programs. Where these minimal program changes are appropriate and adequate, we will not need to review a proposal. We would, however, ask that you inform us of the changes so we can adjust your official degree program inventory as needed. Additions and changes in course contents, titles, and classifications will be handled as routine changes.

For middle grade programs, you may elect to offer degree programs with a variety of configurations:

- (a) single academic majors in subject areas authorized by SBEC,
- (b) Interdisciplinary/Generalist BAIS/BSIS degree programs, and
- (c) new "composite" (double major) degree programs in specified subjects.

*Middle School
IAM*

MEMO: Provosts, Academic Vice Presidents, and Deans of Education
April 5, 2000
Page Two

We believe that in most instances of types (a) and (c) you may elect to reconfigure existing degree programs. As above, these will not need CB approval. The most likely areas where new degree programs will need to be designed and approved are in the new composite fields such as Science, Mathematics/Science, English/Language Arts, etc. Few if any universities currently offer degree programs containing these broad content requirements.

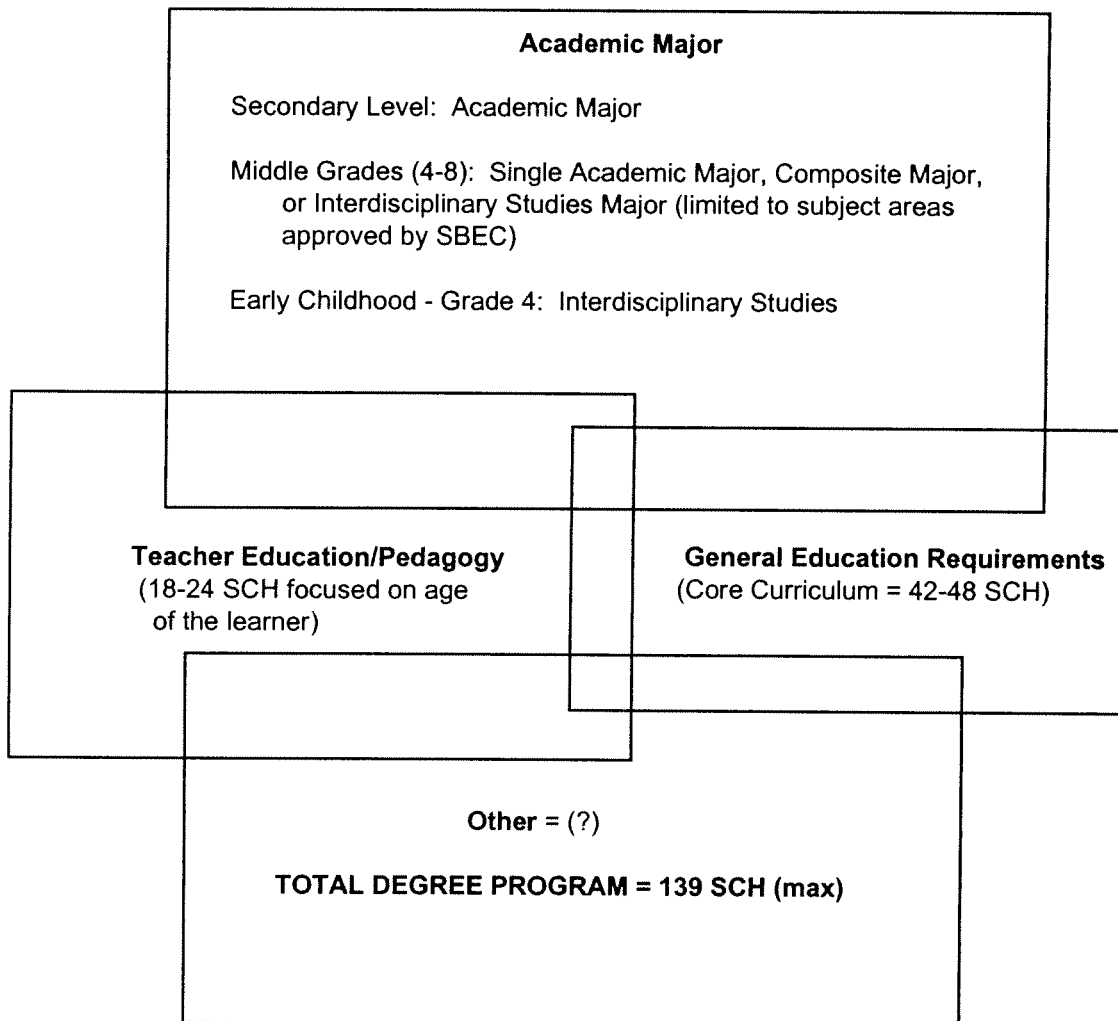
We will review proposals for new degree programs in educator preparation in accordance with previously established Board rules and statutory requirements. There is nothing new here. The standards include:

1. The program must have the quality and integrity of undergraduate programs offered in other areas by the university, including requiring an appropriate number of courses at the upper level.
2. It must have a total of no more than 139 semester credit hours.
3. It must include the university's 42-48 SCH academic core curriculum.
4. It must have a maximum of 18 SCH in education courses (including student teaching), or 24 SCH if the program is "field-based."
5. Interdisciplinary academic degree programs for EC-4 or 4-8 must include 6 to 9 SCH in mathematics and 6 to 9 SCH in science, and must have a total of 48 SCH in the interdisciplinary major.

One of the most frequently discussed issues has been how to fit all of the course requirements into the 139 SCH limit. We encourage you to consider offering some courses that satisfy program requirements in more than one area. The attached chart is intended to convey this concept graphically.

We appreciate the comments and issues that we are receiving from the field in how best to accomplish the curricular changes that you are making in educator preparation. We will continue to listen and respond to your suggestions as best we can within the restrictions imposed by Board rules and statutory requirements. We recognize that we cannot anticipate all of the issues we will need to address with you over the next several months. Many of those will have to be dealt with individually. When and if some of those issues give insights that need to be conveyed widely, we may send you additional information. Thank you for your assistance.

**Texas Higher Education Coordinating Board
Criteria for Review of Educator Preparation Program Modifications
March, 2000**





Texas Higher Education COORDINATING BOARD

DIVISION OF UNIVERSITIES AND HEALTH-RELATED INSTITUTIONS

Marshall A. Hill, Assistant Commissioner

P. O. Box 12788 Austin, Texas 78711

512-427-6200 FAX 512-427-6168

MEMORANDUM

DATE: August 1, 2001

TO: Chief Academic Officers and Deans of Education
Public Senior Institutions

FROM: Marshall A. Hill *Marshall A. Hill*

SUBJECT: Revised Educator Preparation Programs

As you are aware, institutions offering public school educator preparation programs are in the process of revising their programs to fit the new certification areas and levels recently adopted by the State Board for Educator Certification (SBEC). Representatives from several institutions have expressed concerns about being able to reconcile the directives of three state bodies (the Texas Legislature, SBEC, and the Coordinating Board) while still meeting student needs. It has become evident that past guidance from us about how to address these matters has not been sufficient. ✓

In another effort to clarify statutes and policies, Coordinating Board staff have developed summary guidelines and forms to help facilitate the process of submitting to the Coordinating Board new and/or revised undergraduate degree programs leading to teacher certification in Texas. The materials are enclosed for your immediate use and have been reviewed and approved by SBEC staff. **Please note that we are not proposing at this point any change in policies; rather, we only are intending to clarify for all concerned these policies and statutes.**

The guidelines summarize previously established statutory requirements, and rules, policies, and procedures that have been adopted by the Coordinating Board and SBEC. The guidelines are intended to provide clarification and a quick source of reference for institutions. The forms include sections for listing coursework proposed to satisfy undergraduate degree program requirements leading to EC-4, 4-8, 8-12, and/or EC-12 certification. The forms are intended to streamline submission and approval processes and have been made available to you on the Coordinating Board's Website at www.theqb.state.tx.us/Partnerships/teachprep.htm

In addition, SBEC has asked that we distribute with this memo an example of the new standards that prospective teachers must satisfy. (See *English Language Arts and Reading 8-12 Standards*) A list of those standards in various fields is enclosed and a complete version is available on SBEC's website at www.sbec.state.tx.us

Chief Academic Officers and Deans of Education

Page 2

August 1, 2001

I regret our delay in making these promised guidelines and forms available. As you might imagine, it was not an easy process. I hope the enclosed guidelines and forms will help you avoid putting additional work into making revisions to programs we cannot approve because of noncompliance with existing laws and policies. Should you have any questions or concerns, please contact me or Susan Hetzler, Program Director for Educator Preparation, at (512) 427-6220 or hetzlersn@thecb.state.tx.us

/sh

Cc: Don Brown
Pam Tackett

Enclosures

76th Reg
1999

**Coordinating Board and State Board for Educator Certification Requirements for
Approval of New or Revised Undergraduate Degree Programs
Leading to Teacher Certification in Texas (EC-4, 4-8, 8-12, EC-12 Programs)**

Note: TEC 61.0514 requires the THECB "with the cooperation and advice of the State Board for Educator Certification, shall adopt educator preparation coursework guidelines that promote, to the greatest extent practicable, the integration of subject matter knowledge with classroom teaching strategies and techniques in order to maximize the effectiveness and efficiency of coursework required for certification..." This document seeks to implement that directive.

	Coordinating Board Requirements	SBEC Guidelines
I. General Requirements	<ol style="list-style-type: none"> 1. All degree programs leading to certification must have the quality and integrity of other undergraduate programs offered in other areas of the university, including an appropriate number of courses at the upper-division level. 2. All degree programs must have the following characteristics: <ol style="list-style-type: none"> a. no more than 139 semester credit hours (SCHs) of coursework¹; b. 42-48 SCHs of core curriculum courses²; c. no more than 18 SCHs of education coursework³ (24 SCHs if field based⁴), including student teaching, beyond those allowable within an interdisciplinary academic major (see Page 3 for Classification of Education Courses versus Academic Subject Area Courses); and d. either an academic discipline major or an interdisciplinary academic major.⁵ 	SBEC encourages educator preparation coursework that, to the greatest extent possible, integrates the subject matter knowledge with classroom teaching strategies and techniques in order to maximize the effectiveness and efficiency of coursework required for certification.
II. Reading Requirements	The Coordinating Board endorsed minimum standards of at least 6 SCHs of upper-division coursework in Reading for EC-4 and 4-8 Programs ⁶ and/or 3 SCHs of similar coursework for 8-12 and EC-12 Programs. ⁷	<p>All degree programs must include a sufficient amount of Reading content in order for students to meet certification standards recently adopted by the State Board for Educator Certification.</p> <p>The SCHs specified by SBEC rule in TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter G, Certification Requirements for Classroom Teachers, currently only "guidelines," will be amended to reflect a standards based certification system.</p>
III. Mathematics and Science Requirements	<ol style="list-style-type: none"> 1. In addition to the 3 SCH of Mathematics and 6 SCH of Science required by the state's core curriculum guidelines⁸, degree programs leading to EC-4 and/or 4-8 certification must include another 6-9 SCHs of coursework in Mathematics and another 6-9 SCHs of coursework in Science (Physical Science, Life Science, or a combination of the two).⁹ 2. 8-12 and EC-12 Programs: Mathematics and Science requirements beyond the core curriculum are not applicable to 8-12 or EC-12 Programs. 	<p>Coursework in Mathematics and Science should be aligned with the standards for those areas within the Generalist curriculum for the appropriate level.</p> <p>Specific content area certificates at the 4-8 and 8-12 levels also should have content aligned with the appropriate standards for the specialty area; e.g., Mathematics, Physical Science.</p>

	Coordinating Board Requirements	SBEC Guidelines
IV. Major Requirements	<p>Students pursuing teacher certification in Texas must complete a degree with an academic major. To meet this requirement, students must select either (a) or (b):</p> <ul style="list-style-type: none"> (a) Academic Discipline Major; e.g., Mathematics, Biology, English (b) Interdisciplinary Academic Major: All degree programs with an interdisciplinary academic major must follow <u>one</u> of the following formats: <ul style="list-style-type: none"> i. a minimum of 48 SCHs in an interdisciplinary academic major, at least 21 SCHs of which are upper division (no education courses)¹⁰; or ii. a minimum of 30 SCHs in academic subject area courses made up of a combination of any <u>three</u> of the following academic areas: Fine Arts, Mathematics, Language Arts, Reading, Science, Social Studies; AND 18 SCHs from <u>one</u> of the following delivery systems/specializations: Early Childhood Education, Special Education, Bilingual Education, English as a Second Language, Reading.¹¹ <p>Note: Education courses may not be counted toward the 30 SCHs of content courses, except in Reading, and then no more than 6 SCHs. If Reading is elected as one of the three academic areas, Reading may not be elected as one of the delivery systems/specializations, and vice versa.</p>	<p>The content of these majors should be aligned/designed to include the knowledge and skills specified in the standards adopted by SBEC for the corresponding academic area(s).</p>
V. Authority	¹ Policy adopted by the Coordinating Board in 1988. ² Texas Education Code (T.E.C.), Subtitle B, §61.051(g); Texas Administrative Code (T.A.C.), Title 19, Part 1, Rule §5.402(a). ³ T.E.C., Subtitle D, §21.050(b). ⁴ Memorandum of October 27, 1994 from Kenneth H. Ashworth, Commissioner of Higher Education, and Lionel R. Meno, Commissioner of Education, to all Texas public universities regarding teacher education. ⁵ T.E.C., Subtitle D, §21.050(a). ⁶ Approved by the Coordinating Board on January 17, 1997. ⁷ Approved by the Coordinating Board on January 17, 1997. ⁸ T.A.C., Title 19, Part 1, Rule §5.402(e), Chart 1. ⁹ Requirements adopted by the Coordinating Board on January 17, 1997. ¹⁰ Guidelines for Implementation of S.B. 994 adopted by the Coordinating Board on December 4, 1987. ¹¹ Guidelines for Implementation of S.B. 994 adopted by the Coordinating Board on December 4, 1987.	<p>See attached list of new standards and certificates approved by SBEC as well as the attached example of <i>English Language Arts and Reading 8-12 Standards</i>. For updates on additional standards approved by SBEC, consult their website at http://www.sbec.state.tx.us</p>

Classification of Education Courses Versus Academic Subject Area Courses

For the purposes of determining whether a curriculum meets legal and Coordinating Board limits on the number of allowable semester credit hours of education courses in a degree program leading to teacher certification, the Coordinating Board uses a modified version of the U.S. Department of Education's *Classification of Instructional Programs* (CIP) system to classify the disciplinary nature of the courses in the program. Under the CIP system, the course content (not its subject prefix) is used to determine the classification of the course.

- (1) A course that includes as its primary content education topics such as teaching strategies, models of instruction, curriculum development, assessment, or classroom management is considered an education course.

Examples:

- MUSIC 1312 - Teaching Music to Elementary Students. The course content is focused on how to plan and organize music instruction for young children. This course would be considered an education course.
- ECE 1312 - Introduction to Child Development. The course content is focused on the motor, language, cognitive, social, and emotional development of children from birth to age 8. This course would be considered an academic subject area course.
- SPED 1312 - Instructional Design for Students with Disabilities. The course content is focused on the methods for designing and implementing instruction for students with exceptionalities. This course would be considered an education course.
- SPED 1313 - Survey of Exceptionalities. The course content is focused on the types, characteristics, and causes of various exceptionalities and the identification of state and federal laws relating to this population. This course would be considered an academic subject area course.

- (2) When a course "blends" academic subject matter and pedagogy, it is the focus of the course that determines its classification. If the course content focuses primarily on education topics such as curriculum and teaching, rather than on the academic subject matter, it is classified as an education course. Conversely, if the course content focuses primarily on academic content, it is an academic subject area course.

Examples:

- MATH 1312 - Teaching Geometric Principles to Middle School Students. The course content is focused primarily on teaching geometric principles. The course is taught by an education professor and includes some basic course content on geometry. This course would be considered an education course.
- MATH 1312 - Understanding Geometric Principles. The course content is focused primarily on understanding geometric principles. The course is taught by a mathematics professor and includes some basic content on developing course curriculum. This course would be considered an academic subject area course.

Proposed Undergraduate Degree Program Leading to EC-4 or 4-8 Teacher Certification in Texas

Institution Name		FICE Code	Date Submitted
Degree Program Name	Degree Program Type	Certificate Level	Certificate Type
	<input type="checkbox"/> New <input type="checkbox"/> Revised	<input type="checkbox"/> EC-4 <input type="checkbox"/> 4-8	
Contact Person Name		Contact Phone	Contact Email

Note: The overall program may include no more than 139 semester credit hours (SCHs). A particular course may be used to satisfy program requirements in more than one of the component categories below. In such cases, include the course number, title, and SCHs in all categories for which the course is applicable. Please also mark the SCHs for the course with an asterisk () to indicate that the course should not be counted more than once toward the 139 SCH maximum.*

I. General Requirements

Core Curriculum Component (42-48 SCHs)

[illegible]

**SCHs marked with an asterisk (*) indicate those courses that also are being used to satisfy program requirements in another category.*

Education Component [no more than 18 SCHs (24 SCHs if field based), including student teaching, beyond those allowable within an interdisciplinary academic major]

Course #	Course Title	SCHs*
Subtotal SCHs		

*SCHs = semester hours

**SCHs marked with an asterisk (*) indicate those courses that also are being used to satisfy program requirements in another category.*

II. Reading Requirement**Reading Component (at least 6 upper-division SCHs)**

Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

III. Mathematics and Science Requirements**Mathematics Component (at least 6-9 SCHs beyond minimum core requirements)**

Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

Science Component (at least 6-9 SCHs beyond minimum core requirements)

Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

IV. Major Requirement

Note: The Major Requirement may be satisfied by A, B, or C below. Please check the box next to the type of major for the program, and complete the applicable table on Page 3.

☐ **A. Academic Discipline Major**

OR

☐ **B. Interdisciplinary Academic Major** (This requires a minimum of 48 SCHs, at least 21 of which are upper division, and includes no education courses.)

OR

☐ **C. Interdisciplinary Academic Major with Delivery System/Specialization** (This requires a minimum of 48 SCHs, at least 21 of which are upper division. The 48 SCHs must include a minimum of 30 SCHs in academic subject area courses from a combination of any three of the six specified academic areas, AND 18 SCHs from one of the five specified delivery system/specialization areas.)

If C,

Academic Areas: _____

Delivery System/Specialization: _____

**SCHs marked with an asterisk (*) indicate those courses that also are being used to satisfy program requirements in another category.*

(Interdisciplinary Major With Delivery System)			
Academic Subject Area Courses			
Course #	Lower/ Upper Division	Course Title	SCHs*
Delivery System/Specialization Area Courses			
Course #	Lower/ Upper Division	Course Title	SCHs*
Subtotal SCHs			
*SCHs are based on:			

THECB 8/2001

V. Miscellaneous Program Requirements and/or Electives

Miscellaneous Requirements		
Course # (if applicable)	Course Title (if applicable)/Description of Requirement	SCHs* (if app.)
Subtotal SCHs		

Electives		
Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

VI. Program Summary

Note: The institution may have listed a particular course more than once in Sections I-V of this form, because the course is being used to satisfy more than one program requirement. For purposes of this summary, include the SCHs for such courses in all applicable categories under Column 1, but only include the SCHs for such courses once under one category of Column 2. (While the total SCHs for Column 1 may exceed the 139 maximum due to duplication, Column 2 will be used to determine the total SCHs for the overall program.)

Component Category	Column 1 (SCHs toward Component Category)	Column 2 (SCH toward 139 Maximum)
Core Curriculum		
Education		
Reading		
Mathematics		
Science		
Major		
Miscellaneous Program Requirements		
Electives		
Total SCH		

VII. Program Certification

We assert that the appropriate criteria have been met for this proposed degree program:

Signatures:

Dean of Education

Date

Chief Academic Officer

Date

Institution Name		FICE Code	Date Submitted
Degree Program Name	Degree Program Type	Certificate Level	Certificate Type
	<input type="checkbox"/> New <input type="checkbox"/> Revised	<input type="checkbox"/> 8-12 <input type="checkbox"/> EC-12	
Contact Person Name		Contact Phone	Contact Email

Note: The overall program may include no more than 139 semester credit hours (SCHs). A particular course may be used to satisfy program requirements in more than one of the component categories below. In such cases, include the course number, title, and SCHs in all categories for which the course is applicable. Please also mark the SCHs for the course with an asterisk (*) to indicate that the course should not be counted more than once toward the 139 SCH maximum.

I. General Requirements

Core Curriculum Component (42-48 SCHs)

[illegible]

**SCHs marked with an asterisk (*) indicate those courses that also are being used to satisfy program requirements in another category.*

Education Component [no more than 18 SCHs (24 SCHs if field based), including student teaching, beyond those allowable within an interdisciplinary academic major]

Course #	Course Title	SCHs*
Subtotal SCHs		

**SCHs marked with an asterisk (*) indicate those courses that also are being used to satisfy program requirements in another category.*

II. Reading Requirement**Reading Component (at least 3 upper-division SCHs)**

Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

III. Mathematics and Science Requirements

Not applicable to 8-12 or EC-12 programs.

IV. Major Requirement

Note: The Major Requirement may be satisfied by either A or B below. Please check the box next to the type of major for the program, and complete the applicable table on Page 3.

☐ **A. Academic Discipline Major**

OR

☐ **B. Interdisciplinary Academic Major** (This requires a minimum of 48 SCHs, at least 21 of which are upper division, and includes no education courses.)

Table for A or B (Academic or Interdisciplinary Major)

Lower-Division Academic Subject Area Courses		
Course #	Course Title	SCHs*
Upper-Division Academic Subject Area Courses		
Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

V. Miscellaneous Program Requirements and/or Electives

Miscellaneous Requirements		
Course # (if applicable)	Course Title (if applicable)/Description of Requirement	SCHs* (if app.)
Subtotal SCHs		

Electives		
Course #	Course Title	SCHs*
Subtotal SCHs		

SCHs marked with an asterisk () indicate those courses that also are being used to satisfy program requirements in another category.

VI. Program Summary

Note: The institution may have listed a particular course more than once in Sections I-V of this form, because the course is being used to satisfy more than one program requirement. For purposes of this summary, include the SCHs for such courses in all applicable categories under Column 1, but only include the SCHs for such courses once under one category of Column 2. (While the total SCHs for Column 1 may exceed the 139 maximum due to duplication, Column 2 will be used to determine the total SCHs for the overall program.)

Component Category	Column 1 SCHs toward Component Category	Column 2 SCH toward 139 Maximum
Core Curriculum		
Education		
Reading		
Major		
Miscellaneous Program Requirements		
Electives		
Total SCH		

VII. Program Certification

We assert that the appropriate criteria have been met for this proposed degree program:

Signatures:

Dean of Education

Date

Chief Academic Officer

Date

New Standards Approved by the State Board for Educator Certification To Date

Reading (Early Childhood – Grade 3)*

March 26, 1999

*Standards expanded to reflect EC-Grade 4 certificate level approved by the Board in January 2000

Master Reading Teacher	January 7, 2000
Reading Language Arts (Grades 4-8)	May 5, 2000
Mathematics (Early Childhood (EC)-Grade 4; Grades 4-8)	May 5, 2000
Social Studies (EC-4; Grades 4-8; and Grades 8-12)	May 5, 2000
Science (EC-4; Grades 4-8)	May 5, 2000
Technology Applications (EC-4; Grades 4-8)	May 5, 2000
Health (EC-4; Grades 4-8; and Grades 8-12)	May 5, 2000
Art (EC-4; Grades 4-8; and Grades 8-12)	May 5, 2000
Music (EC-4; Grades 4-8; and Grades 8-12)	May 5, 2000
Professional Development (EC-4; Grades 4-8; and Grades 8-12)	May 5, 2000
English Language Arts (Grades 8-12)	October 6, 2000
Mathematics (Grades 8-12)	October 6, 2000
Science (Grades 8-12)	October 6, 2000
Technology Applications (Grades 8-12)	October 6, 2000
Bilingual Education (Early Childhood-Grade 8)	October 6, 2000

New Certificates Approved by the State Board for Educator Certification To Date

✓ Early Childhood-Grade 4 Generalist	January 7, 2000
✓ Early Childhood-Grade 4 Bilingual Generalist	January 7, 2000
Grades 4-8 Generalist	January 7, 2000
Grades 4-8 Bilingual Generalist	January 7, 2000
Grades 4-8 English Language Arts/Social Studies	January 7, 2000
Grades 4-8 Mathematics/Science	January 7, 2000
Grades 4-8 Mathematics	January 7, 2000
Grades 4-8 Science	January 7, 2000
Grades 4-8 English Language Arts	October 6, 2000
Grades 4-8 Social Studies	October 6, 2000
Grades 8-12 English Language Arts	October 6, 2000
Grades 8-12 Speech	October 6, 2000
Grades 8-12 Journalism	October 6, 2000
Grades 8-12 Social Studies	October 6, 2000
Grades 8-12 History	October 6, 2000
Grades 8-12 Science	October 6, 2000
Grades 8-12 Life Sciences	October 6, 2000
Grades 8-12 Physical Sciences	October 6, 2000
Grades 8-12 Mathematics	October 6, 2000
Grades 8-12 Physical Sciences/Mathematics/Engineering	October 6, 2000
Grades 8-12 Technology Applications	October 6, 2000
Grades 8-12 Computer Science	October 6, 2000
All-Level Art	November 17, 2000
All-Level Music	November 17, 2000
All-Level Physical Education*	November 17, 2000

*Decision on the approval of a new All-Level Health certificate tabled at the November 2000 Board meeting

ENGLISH LANGUAGE ARTS AND READING (GRADES 8–12) STANDARDS

- Standard I.* English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.
- Standard II.* English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.
- Standard III.* English language arts teachers in grades 8–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.
- Standard IV.* English language arts teachers in grades 8–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.
- Standard V.* English language arts teachers in grades 8–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.
- Standard VI.* English language arts teachers in grades 8–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.
- Standard VII.* English language arts teachers in grades 8–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.
- Standard VIII.* English language arts teachers in grades 8–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.
- Standard IX.* English language arts teachers in grades 8–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

Standard 1. English language arts teachers in grades 8–12 know how to design and implement instruction that is appropriate for each student, that reflects knowledge of the Texas Essential Knowledge and Skills (TEKS), that integrates all components of the English language arts (i.e., writing, reading, listening/speaking, viewing/representing), and that is based on continuous assessment.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 1.1k strategies for organizing the learning environment to promote student engagement and learning in the language arts, to accommodate student diversity, and to facilitate positive interactions;
- 1.2k stages and processes of first- and second-language acquisition and their impact on learning in the English language arts classroom;
- 1.3k ways in which a first language or dialect differences may affect students' use of English and strategies for promoting all students' ability to use standard English;
- 1.4k a variety of instructional strategies for promoting student achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);
- 1.5k relationships among the language arts and between the language arts and other aspects of students' lives and learning, and ways to make these relationships apparent to students;
- 1.6k characteristics and uses of various types of informal and formal assessment used in the language arts classroom (e.g., portfolio, performance assessment, discussion with students);
- 1.7k ways to determine students' current knowledge and skills in all components of the language arts;
- 1.8k the use of information about students' current knowledge and skills in all components of the language arts when selecting and adapting instruction and materials to address the needs of individual students; and
- 1.9k students' use of self-evaluation and self-monitoring to facilitate independent learning

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 1.1s use various instructional methods and formats (e.g., cooperative learning, learning centers, peer-assisted learning, flexible grouping, didactic teaching, inquiry learning, literature discussion groups, writer response groups, thematic units) to facilitate all students' achievement of specific learning objectives in the Texas Essential Knowledge and Skills (TEKS);
- 1.2s promote students' understanding of the situational nature of language use and the value of knowing and using standard English while fostering pride in their own language background;
- 1.3s elicit and value students' reactions and responses in the language arts classroom;
- 1.4s use multiple, ongoing assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to plan and adjust instruction and monitor student progress in all curriculum strands;
- 1.5s design lessons that integrate multiple skills and that clarify for students relationships among the language arts and between the language arts and other aspects of students' lives and learning;
- 1.6s use assessment information to select and modify texts and other instructional materials (e.g., advance organizers, graphic organizers, audio-texts) to address individual student needs; and
- 1.7s teach students to use self-evaluation and self-monitoring to select effective personal learning strategies appropriate to task and purpose.

Standard II. English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 2.1k the continuum of reading skills and expectations for students in grades 8–12, as specified in the Texas Essential Knowledge and Skills (TEKS);
- 2.2k reading as an active process of constructing meaning;
- 2.3k ways in which characteristics of texts (literary and nonliterary) and purposes for reading determine the selection of reading strategies;
- 2.4k strategies for providing students with direct, explicit instruction in selecting and using reading strategies;
- 2.5k the use of word analysis skills (e.g., graphophonics, semantics), word order (i.e., syntax), and context to support word identification and confirm word meaning;
- 2.6k the importance of reading fluency for reading comprehension and strategies for promoting students' reading fluency;
- 2.7k strategies for enhancing students' vocabulary;
- 2.8k comprehension strategies to use before reading (e.g., predicting, recalling prior knowledge), during reading (e.g., note taking, mapping, paired reading), and after reading (e.g., retelling, summarizing, responding);
- 2.9k the role of visualization in reading comprehension;
- 2.10k the role of social interaction in reading;
- 2.11k the use of questioning strategies to enhance students' comprehension of and response to texts;
- 2.12k the use of metacognition in reading comprehension;

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 2.1s use guided and independent reading to promote students' reading skills;
- 2.2s guide students to make connections between their prior knowledge and texts;
- 2.3s teach students how to apply skills and strategies for reading various types of texts for a variety of purposes;
- 2.4s teach students to analyze word structure (e.g., roots, prefixes, suffixes) to increase comprehension;
- 2.5s teach students to use word order (syntax) and context to support word identification and confirm word meaning;
- 2.6s select and use instructional strategies and materials to enhance students' reading fluency;
- 2.7s provide students with learning experiences that promote vocabulary building;
- 2.8s foster social interaction (e.g., discussion among students reading at similar or different levels, literature groups) to enhance students' reading comprehension;
- 2.9s use questioning strategies that challenge students to apply a range of thinking skills to enhance their reading experience;
- 2.10s teach students to use metacognition to enhance reading comprehension;
- 2.11s model and teach literal, inferential, and evaluative comprehension skills;
- 2.12s provide students with reading experiences that acknowledge and respect diversity;

Standard II. English language arts teachers in grades 8–12 understand the processes of reading and teach students to apply these processes.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12 (continued)

- 2.13k levels of reading comprehension (e.g., literal, inferential, evaluative);
- 2.14k ways in which individual differences (e.g., experiential, cultural, linguistic, attitudinal) may affect reading;
- 2.15k strategies for providing reading instruction for all students, including English language learners and students with reading difficulties and/or disabilities;
- 2.16k the relationship between reading and the other language arts (i.e., writing, speaking and listening, viewing and representing) and between reading and other areas of the curriculum;
- 2.17k the use of technology to enhance reading instruction; and
- 2.18k a variety of informal and formal procedures for monitoring and assessing students' reading and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12 (continued)

- 2.13s select and use instructional strategies and materials that address the diversity of student needs;
- 2.14s make connections among reading, the other language arts, and other areas of the curriculum;
- 2.15s guide students to increase knowledge of cultures through reading; and
- 2.16s plan and implement instruction that is based on informal and formal assessment of students' reading; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their reading proficiency.

Standard III. English language arts teachers in grades 8–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 3.1k types of nonliterary texts (e.g., textbooks, newspapers, manuals, electronic texts, memoranda, speeches) and their characteristics;
- 3.2k purposes for reading nonliterary texts (e.g., for information, for pleasure) and reading strategies associated with different purposes;
- 3.3k the importance of monitoring understanding of nonliterary texts and strategies to use when comprehension difficulties arise (e.g., rereading, using other resources, questioning);
- 3.4k skills for comprehending nonliterary texts (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions);
- 3.5k types of text organizers (e.g., overviews, headings, tables of contents, graphic features) and their use in locating and categorizing information;
- 3.6k ways to use the structure of a text (e.g., compare/contrast, cause/effect, chronological order) to facilitate comprehension;
- 3.7k ways to interpret information presented in various formats (e.g., maps, graphs);
- 3.8k types of study strategies (e.g., skimming and scanning, note taking, outlining, using study guide questions) and their uses;
- 3.9k skills for reading critically to evaluate the credibility and accuracy of information presented in nonliterary texts (e.g., determining a writer's motivation, recognizing faulty reasoning, analyzing the logic of an argument, evaluating texts for bias and use of common persuasive techniques, analyzing choice of language, determining whether information is accurate and up-to-date);

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 3.1s teach students to establish a purpose for reading nonliterary texts and to apply appropriate reading strategies for different purposes;
- 3.2s promote students' recognition of the importance of monitoring their understanding of nonliterary texts, and teach strategies to use when comprehension difficulties arise;
- 3.3s provide students with opportunities to apply and refine reading comprehension skills (e.g., identifying main ideas and supporting details, summarizing, making inferences, drawing conclusions, analyzing historical and contemporary contexts) when reading various types of nonliterary texts;
- 3.4s use instructional strategies that help students increase their knowledge of specialized vocabulary in nonliterary texts;
- 3.5s teach students to facilitate reading comprehension by creating graphic organizers based on text descriptions and text structures;
- 3.6s promote students' ability to use knowledge of text structure to facilitate comprehension of nonliterary texts;
- 3.7s teach students how to locate, retrieve, and retain information from a range of texts and technologies and how to interpret information presented in various formats;
- 3.8s teach students to use study strategies to enhance their understanding of nonliterary texts;
- 3.9s provide learning experiences that promote students' ability to read critically and evaluate information presented in nonliterary texts;

Standard III. English language arts teachers in grades 8–12 understand reading skills and strategies for various types of nonliterary texts and teach students to apply these skills and strategies to enhance their lifelong learning.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12 (continued)</i>	<i>Teachers of Students in Grades 8–12 (continued)</i>
<p>3.10k types and characteristics of primary and secondary sources;</p> <p>3.11k the characteristics and uses of various types of research tools, reference materials, and information sources (e.g., encyclopedia, glossary, specialized dictionary, thesaurus, periodical, book index, database, the Internet);</p> <p>3.12k steps and procedures for engaging in inquiry and research, including generating research questions, locating information sources, evaluating the appropriateness of information sources for varied needs, interpreting and using graphic sources of information, organizing and recording new information (e.g., taking notes, outlining ideas, creating charts), and summarizing and drawing conclusions from information gathered from multiple sources; and</p> <p>3.13k a variety of informal and formal procedures for monitoring and assessing students' skills and strategies for reading nonliterary texts and how to use assessment results to design and adjust instruction.</p>	<p>3.10s promote students' understanding of and ability to use various types of research tools, reference materials, and information sources, including primary and secondary sources;</p> <p>3.11s provide learning experiences that promote students' ability to apply steps and procedures for engaging in inquiry and research; and</p> <p>3.12s plan and implement instruction that is based on informal and formal assessment of students' skills and strategies for reading nonliterary texts; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their reading proficiency.</p>

Standard IV. English language arts teachers in grades 8–12 understand an extensive body of literature and literary genres and provide students with opportunities to read diverse types of literature and to view literature as a source for exploring and interpreting human experiences.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 4.1k a substantial body of literature, both classic and contemporary, with emphasis on the rich cultural heritage reflected in American, British, and world literature;
- 4.2k major literary movements in American, British, and world literature, including their characteristics, the historical contexts from which they emerged, major authors and their literary impact, and representative works and their themes;
- 4.3k types of literary genres (e.g., novels, short stories, poetry, drama, nonfiction, media scripts) and their characteristic features;
- 4.4k literary elements and devices associated with various types of literature and ways in which they contribute to an author's meaning and style;
- 4.5k various types of responses (e.g., experiential, aesthetic, pragmatic) to literary texts;
- 4.6k strategies for analyzing and evaluating a variety of literary texts, both classic and contemporary; and
- 4.7k a variety of informal and formal procedures for monitoring and assessing students' literary responses and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 4.1s draw from wide reading in American, British, and world literature to facilitate students' reading and understanding of literature and appreciation of its value;
- 4.2s engage students in exploring and discovering the personal and societal relevance of literature;
- 4.3s promote students' understanding of relationships among themes in literary works from classic and contemporary times and cultures;
- 4.4s analyze how literary elements and devices in texts contribute to meaning, and teach students to recognize and analyze literary elements and devices and to appreciate the writer's craft;
- 4.5s synthesize and evaluate interpretations of literary texts to construct meaning;
- 4.6s teach students to formulate, express, and support responses to various types of literary texts; and
- 4.7s plan and implement instruction that is based on informal and formal assessment of students' literary analysis; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their proficiency in literary analysis.

Standard V. English language arts teachers in grades 8–12 understand that writing is a recursive, developmental, integrative, and ongoing process and provide students with opportunities to develop competence as writers.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 5.1k recursive stages in the writing process, including prewriting, drafting, conferencing, revising, editing, and publishing;
- 5.2k the application of writing conventions during refining phases of the writing process, including sentence and paragraph construction, spelling, punctuation, and grammatical expression;
- 5.3k writing as a process that allows students to construct meaning, revise thinking, develop perspective, and acquire new learning;
- 5.4k the use of technology in all phases of the writing process and in various types of writing, including writing for publication and research;
- 5.5k strategies for developing individual voice and style in student writing;
- 5.6k ways in which writing relates to reading, speaking, listening, and complex thinking; and
- 5.7k a variety of informal and formal procedures for monitoring and assessing student writing and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 5.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they engage in all phases of the writing process;
- 5.2s provide students with explicit instruction in using writing conventions during refining phases of the writing process;
- 5.3s teach students to evaluate their own writing and the writings of others;
- 5.4s structure peer conference opportunities that elicit constructive, specific responses and that promote students' writing development;
- 5.5s design activities that integrate technology throughout the writing process;
- 5.6s provide learning opportunities for students to develop individual voice and style in their writing;
- 5.7s plan and implement instruction that is based on informal and formal assessment of students' writing skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their proficiency in writing; and
- 5.8s utilize various forms of assessment to evaluate students' writing (e.g., performance assessment, portfolios, video presentations).

Standard VI. English language arts teachers in grades 8–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 6.1k strategies for writing in a variety of forms, including narrative, persuasive, personal, informative, descriptive, business, and literary forms;
- 6.2k the distinguishing features of different types of writing (e.g., reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, résumé, play, short story, poem);
- 6.3k effective writing strategies for a variety of audiences, purposes, and contexts;
- 6.4k different situational contexts in which writing occurs and ways in which a writer's context and experiences impact writing;
- 6.5k the varied interactions within the learning/writing community that impact the writing produced by that community;
- 6.6k ways in which a writer's purpose helps define appropriate language, writing style, and text organization;
- 6.7k differences between formal and informal language and the appropriate use of each in writing;
- 6.8k the use of literary devices (e.g., suspense, dialogue, figurative language) in literary writing;
- 6.9k the use of writing as a tool for inquiry, research, and learning (e.g., clarifying and remembering information, formulating questions, refining topics, compiling and organizing information from multiple sources, compiling written ideas and representations into reports or other formats);
- 6.10k ways to use writing to elicit critical and creative thinking through the integration of inquiry, research, and personal reflection;

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 6.1s provide students with explicit instruction, meaningful practice opportunities, and effective feedback as they create various types of written works;
- 6.2s write effectively for a variety of audiences, purposes, and contexts;
- 6.3s provide students with professional, student, and personal models of writing;
- 6.4s promote students' ability to write effectively in a variety of forms (e.g., by organizing ideas to ensure coherence, logical progression, and support; using precise language to communicate ideas clearly and concisely; writing in a voice and style appropriate to audience and purpose);
- 6.5s help students apply knowledge of the distinguishing features of various written forms to write effectively in each form;
- 6.6s teach students skills and strategies for using writing as a tool for reflection, exploration, learning, problem solving, and personal growth;
- 6.7s provide learning experiences that promote students' ability to use writing for various types of research and during various stages of research;
- 6.8s teach students to use acceptable formats for communicating research results and documenting sources;
- 6.9s provide instruction in academic honesty and integrity as applied to students' presentation of information from different types of sources (e.g., traditional and nontraditional, print and nonprint, primary and secondary); and
- 6.10s plan and implement instruction that is based on informal and formal assessment of students' writing skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their proficiency in writing.

Standard VI. English language arts teachers in grades 8–12 understand how to write effectively for various audiences and purposes and provide students with opportunities to write in a variety of forms and contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12 (continued)

- 6.11k acceptable formats for communicating research results and documenting sources (e.g., manuals of style such as Modern Language Association [MLA], American Psychological Association [APA], and The Chicago Manual of Style [CMS]); and
- 6.12k a variety of informal and formal procedures for monitoring and assessing student writing and how to use assessment results to design and adjust instruction.

Standard VII. English language arts teachers in grades 8–12 understand the structure and development of the English language and provide students with opportunities to develop related knowledge and skills in meaningful contexts.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 7.1k major historical influences on the ongoing development of the English language (e.g., Anglo-Saxon migrations, Norman Conquest, invention of the printing press, expansion of mass media);
- 7.2k major regional and cultural influences on the ongoing development of the English language (e.g., immigration, dialects, changing technology);
- 7.3k principles of word formation in English, including the use of affixes and roots;
- 7.4k ways to research word origins as an aid to understanding meanings, derivations, and spellings;
- 7.5k relationships among words (e.g., homonyms, synonyms, antonyms) and issues related to word choice (e.g., connotative and denotative meanings, multiple-meaning words, idioms, figurative language);
- 7.6k types of phrases and clauses (e.g., prepositional phrase, verb phrase, dependent and independent clauses, noun clause) and their appropriate use in writing;
- 7.7k types of sentence structures (i.e., simple, compound, complex, compound-complex) and their effective use in writing;
- 7.8k rules and pragmatic applications of grammar, usage, sentence structure, punctuation, and capitalization in standard English;
- 7.9k ways in which purpose, audience, and register affect discourse; and
- 7.10k a variety of informal and formal procedures for monitoring and assessing students' English language skills and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 7.1s provide instruction that enhances students' knowledge of and ability to use effectively words, phrases, clauses, and sentences in spoken and written discourse;
- 7.2s teach students how to combine sentences and vary the length and the type of sentences they use in their written work;
- 7.3s identify errors in grammar, usage, and sentence structure in written and spoken discourse, and provide instruction to help students learn to identify and correct errors in their own writing and speaking;
- 7.4s use models from literature and from student-generated texts to promote students' ability to recognize and produce effective writing;
- 7.5s use various types of written and spoken discourse to promote students' understanding of ways in which purpose, audience, and register affect discourse; and
- 7.6s plan and implement instruction that is based on informal and formal assessment of students' English language skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their English language proficiency.

Standard VIII. English language arts teachers in grades 8–12 understand oral communication and provide students with opportunities to develop listening and speaking skills.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 8.1k similarities and differences between oral and written language and how to promote students' awareness of these similarities and differences;
- 8.2k types of oral messages (e.g., persuasive, informative) and their characteristics;
- 8.3k skills and procedures for preparing, organizing, and delivering different types of oral presentations, including informative and persuasive messages and literary interpretations;
- 8.4k the role of cultural factors in oral communication;
- 8.5k skills for speaking to diverse audiences for various purposes and in a variety of contexts;
- 8.6k skills and strategies for using technology in oral presentations;
- 8.7k skills and strategies for communicating effectively in group discussions and in conversations;
- 8.8k skills for effective listening in various situations (e.g., skills for note taking, for critically evaluating a speaker's message, for appreciating an oral performance); and
- 8.9k a variety of informal and formal procedures for monitoring and assessing students' oral language skills and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 8.1s teach students to apply knowledge of the connections between oral and written language to communicate effectively;
- 8.2s implement instruction that encourages various types of interaction and oral communication among students, including group discussions and individual presentations;
- 8.3s provide students with opportunities to prepare and present informative and persuasive messages and literary interpretations (e.g., telling stories, performing original works, interpreting poems and stories);
- 8.4s provide learning experiences that promote students' effective oral communication with diverse audiences for various purposes and in a variety of contexts;
- 8.5s provide students with opportunities to learn and apply skills and strategies for communicating effectively in group discussions and conversations;
- 8.6s provide students with opportunities to evaluate the content and effectiveness of their own spoken messages and the messages of peers and others;
- 8.7s provide students with opportunities to engage in active, purposeful listening in a variety of contexts; and
- 8.8s plan and implement instruction that is based on informal and formal assessment of students' oral language skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their oral language proficiency.

Standard IX. English language arts teachers in grades 8–12 understand how to interpret, analyze, and produce visual images and messages in various media and provide students with opportunities to develop skills in this area.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 9.1k the different types and purposes of media and the historical roots of mass communication;
- 9.2k the influence of the media and the power of visual images;
- 9.3k legal and regulatory issues affecting the media and mass communications (e.g., in relation to libel, copyright, censorship);
- 9.4k skills for interpreting, analyzing, and critiquing visual images, advertising and other media messages, and propaganda;
- 9.5k procedures for producing visual images, messages, and meanings in a variety of formats (e.g., charts, graphs, video, multimedia presentations); and
- 9.6k a variety of informal and formal procedures for monitoring and assessing students' ability to interpret, analyze, and produce visual images and messages and how to use assessment results to design and adjust instruction.

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 9.1s provide students with learning opportunities that promote their ability to interpret, analyze, and produce visual images and messages;
- 9.2s teach students to analyze and evaluate messages presented in a variety of media formats (e.g., film, cartoons, documentaries, photos);
- 9.3s provide students with opportunities to explore and respond to various media;
- 9.4s provide students with opportunities to use technology to create media messages (e.g., multimedia presentations, video reports);
- 9.5s guide students to evaluate their own and others' work; and
- 9.6s plan and implement instruction that is based on informal and formal assessment of students' skills; that addresses students' strengths, needs, and interests; and that builds on students' current skills to increase their proficiency in this area.

TEXAS EDUCATION CODE, Chapter 61, SUBCHAPTER C.

§ 61.0515. SEMESTER CREDIT HOURS REQUIRED FOR BACCALAUREATE DEGREE.

- a. To earn a baccalaureate degree, a student may not be required by a general academic teaching institution to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools or its successor unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree.
- b. The board may review one or more of an institution's baccalaureate degree programs to ensure compliance with this section.
- c. Subsection (a) does not apply to a baccalaureate degree awarded by an institution to a student enrolled in the institution before the 2008 fall semester. This subsection does not prohibit the institution from reducing the number of semester credit hours the student must complete to receive the degree.

Added by Acts 2005, 79th Leg., ch. 1230, § 12, eff. June 18, 2005. (HB 1172, 79R-2005).



Texas Higher Education
COORDINATING BOARD
P-16 INITIATIVES

P. O. Box 12788, Austin, Texas 78711

MEMORANDUM

Judith A. Loreda, Ph.D.
Assistant Commissioner for
P-16 Initiatives
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Web site:
www.thech.state.tx.us

DATE: July 8, 2008

TO: Deans of Education

FROM: Dr. Judith Loreda *JAL*

SUBJECT: Early Childhood-Grade 6 Generalist certificate

By action of the State Board of Educator Certification (SBEC), the Early Childhood – Grade 6 Generalist teaching certificate was recently established to better serve the needs of elementary students in Texas. In addition to program approval by SBEC, public institutions of higher education (IHEs) submit certificate programs for approval to the Texas Higher Education Coordinating Board (THECB) under its authority in Texas Education Code, Chapter 61.051(g). This letter announces the THECB approval procedure applicable only to the Early Childhood-Grade 6 Generalist certificate. Questions about the SBEC process for the Early Childhood – Grade 6 Generalist program approval should be addressed to the Division of Educator Standards at the Texas Education Agency.

After careful consideration of options for processing these IHE program approval requests, THECB has determined that it is possible to avoid unnecessary administrative barriers and expedite the approval process without loss of program integrity. With this notice, publicly-funded IHEs with a THECB-approved Early Childhood-Grade 4 Generalist program are automatically approved by the THECB to add the Early Childhood-Grade 6 Generalist program. Applicable state law and THECB rule and policy still apply to these programs. A copy of this letter will be placed in the institution's file at the THECB for documentation. In addition, this letter serves as notice to SBEC of the approved status of these programs. The approval of the additional Early Childhood-Grade 6 Generalist program does not affect the institution's ability to continue offering its currently approved Early Childhood-Grade 4 Generalist program to those students already enrolled in that program. SBEC has established deadlines related to the Early Childhood-Grade 4 Generalist program and information regarding those deadlines is posted on the SBEC website.

IHEs without a THECB-approved Early Childhood-Grade 4 Generalist program may request approval for a new Early Childhood-Grade 6 Generalist program by submitting a completed form, Proposed Undergraduate Degree Program, found under the section titled Guidelines for Educator Preparation Programs found at <http://www.thechb.state.tx.us/AAR/EDPrep/>.

IHEs that have submitted but not yet received approval of a proposal for the Early Childhood-Grade 6 Generalist certificate may wish to withdraw that proposal at this time. In that situation, contact Dr. David Linkletter (David.Linkletter@thechb.state.tx.us) to begin that process.

Some IHEs have already received approval from the THECB for their Early Childhood-Grade 6 Generalist programs and are not impacted by this notice.

After standards are approved by SBEC for other Early Childhood-Grade 6 programs, i.e., bilingual, the THECB will establish its program approval procedures based on the nature and scope of the changes in the standards for a specific program.

Again, the goal will be given to avoid administrative barriers while maintaining program integrity.

If you have questions about this process, please contact Dr. Susan Barnes, Senior Director for Education Quality at (512/427-6563) or via email at susan.barnes@theccb.state.tx.us.

cc: Raymund Paredes, Texas Higher Education Coordinating Board
Laurie Bricker, Texas Higher Education Coordinating Board
Lyn Phillips, Texas Higher Education Coordinating Board
Karen Loonam, State Board of Educator Certification



Texas Higher Education
COORDINATING BOARD
P-16 INITIATIVES

P. O. Box 12788, Austin, Texas 78711

MEMORANDUM

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DATE: October 15, 2008

TO: Deans of Education

FROM: Dr. Judith Loreda

SUBJECT: Early Childhood-Grade 6 Bilingual Generalist Certificate
Early Childhood-Grade 6 ESL Generalist Certificate

By action of the State Board of Educator Certification (SBEC), the Early Childhood – Grade 6 Bilingual Generalist and ESL Generalist teaching certificates were established to better serve the needs of elementary students in Texas. Questions about the SBEC program approval process for these two certificates should be addressed to the Division of Educator Standards at the Texas Education Agency.

In addition to program approval by SBEC, public institutions of higher education (IHEs) submit certificate programs for approval to the Texas Higher Education Coordinating Board (THECB) under its authority in Texas Education Code, Chapter 61.051(g). This letter announces the THECB approval procedure applicable to the Early Childhood-Grade 6 Bilingual Generalist and ESL Generalist certificates.

After careful consideration of options for processing these IHE program approval requests, THECB has determined it is possible to avoid unnecessary administrative barriers and expedite the approval process without loss of program integrity. With this notice, publicly-funded IHEs with a THECB-approved Early Childhood-Grade 4 Bilingual Generalist program are automatically approved by the THECB to add the Early Childhood-Grade 6 Bilingual Generalist program. Publicly-funded IHEs with a THECB-approved Early Childhood-Grade 4 ESL Generalist program are automatically approved by the THECB to add the Early Childhood-Grade 6 ESL Generalist program. Applicable state law and THECB rule and policy still apply to these programs. The approval of the additional Early Childhood-Grade 6 Bilingual Generalist and ELS Generalist programs does not affect the institution's ability to continue offering its currently approved Early Childhood-Grade 4 Bilingual Generalist and ESL Generalist programs to those students already enrolled in those programs. SBEC has established deadlines related to the Early Childhood-Grade 4 Bilingual Generalist and ESL Generalist programs and information regarding those deadlines is posted on the SBEC website. A copy of this letter will be placed in the institution's file at the THECB for documentation. In addition, this letter serves as notice to SBEC of the approved status of these programs by the THECB, fulfilling the initial step for these certificate programs in the SBEC approval process.

Publicly-funded IHEs without a THECB-approved Early Childhood-Grade 4 Bilingual Generalist or ESL Generalist program may request approval for a new Early Childhood-Grade 6 Bilingual Generalist and/or ESL Generalist program by submitting a completed Proposed Undergraduate Degree Program form under Guidelines for Educator Preparation Programs located at <http://www.theccb.state.tx.us/AAR/EDPrep/>.

Publicly-funded IHEs that have submitted but not yet received approval of a proposal for the Early Childhood-Grade 6 Bilingual Generalist or ESL Generalist certificate may wish to withdraw that proposal at this time. In that situation, contact David Linkletter (David.Linkletter@theeb.state.tx.us) to begin that process.

Some publicly-funded IHEs have already received approval from the THECB for their Early Childhood-Grade 6 Bilingual Generalist or ELS Generalist programs and are not impacted by this notice.

If you have questions about this process, please contact Dr. Susan Barnes, Senior Director for Education Quality at (512/427-6563) or via email at susan.barnes@theeb.state.tx.us.

cc: Raymund Paredes, Texas Higher Education Coordinating Board
Laurie Bricker, Texas Higher Education Coordinating Board
Lyn Phillips, Texas Higher Education Coordinating Board
Karen Loonam, State Board of Educator Certification

AN ACT

relating to accountability of institutions of higher education, including educator preparation programs, and online institution resumes for public institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 21.041, Education Code, is amended by amending Subsection (c) and adding Subsection (d) to read as follows:

(c) The board shall propose a rule adopting a fee for the issuance and maintenance of an educator certificate that, when combined with any fees imposed under Subsection (d), is adequate to cover the cost of administration of this subchapter.

(d) The board may propose a rule adopting a fee for the approval or renewal of approval of an educator preparation program, or for the addition of a certificate or field of certification to the scope of a program's approval. A fee imposed under this subsection may not exceed the amount necessary, as determined by the board, to provide for the administrative cost of approving, renewing the approval of, and appropriately ensuring the accountability of educator preparation programs under this subchapter.

SECTION 2. Subchapter B, Chapter 21, Education Code, is

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amended by amending Section 21.045 and adding Sections 21.0451 and 21.0452 to read as follows:

Sec. 21.045. ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS. (a) The board shall propose rules establishing standards to govern the approval and continuing accountability of all educator preparation programs based on the following information that is disaggregated with respect to sex and ethnicity ~~[and that includes]~~:

(1) results of the certification examinations prescribed under Section 21.048(a); ~~[and]~~

(2) performance based on the appraisal system for beginning teachers adopted by the board;

(3) achievement, including improvement in achievement, of students taught by beginning teachers for the first three years following certification, to the extent practicable; and

(4) compliance with board requirements regarding the frequency, duration, and quality of structural guidance and ongoing support provided by field supervisors to beginning teachers during their first year in the classroom.

(b) Each educator preparation program shall submit data elements as required by the board for an annual performance report to ensure access and equity. At a minimum, the annual report must contain the performance data from Subsection (a), other than the data required for purposes of Subsection (a)(3), and the following information, disaggregated by sex and ethnicity:

(1) the number of candidates who apply;

(2) the number of candidates admitted;
(3) the number of candidates retained;
(4) the number of candidates completing the program;
(5) the number of candidates employed in the profession
after completing the program; ~~and~~

(6) the number of candidates retained in the profession;
and

(7) any other information required by federal law.

(c) The board shall propose rules establishing performance standards for the Accountability System for Educator Preparation for accrediting educator preparation programs. At a minimum, performance standards must be based on Subsection (a). The board may propose rules establishing minimum standards for approval or renewal of approval of:

(1) educator preparation programs; or

(2) certification fields authorized to be offered by an educator preparation program.

Sec. 21.0451. SANCTIONS UNDER ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION PROGRAMS. (a) The board shall propose rules for the sanction of educator preparation programs that do not meet accountability standards and shall annually review the accreditation status of each educator preparation program. The rules:

(1) shall provide for the assignment of the following accreditation statuses:

(A) not rated;

- (B) accredited;
- (C) accredited-warned;
- (D) accredited-probation; and
- (E) not accredited-revoked;

(2) may provide for the agency to take any necessary action, including one or more of the following actions:

(A) requiring the program to obtain technical assistance approved by the agency or board;

(B) requiring the program to obtain professional services under contract with another person;

(C) appointing a monitor to participate in and report to the board on the activities of the program; and

(D) if a program has been rated as accredited-probation under the Accountability System for Educator Preparation for a period of at least one year, revoking the approval of the program and ordering the program to be closed, provided that the board or agency must provide the opportunity for a hearing before the effective date of the closure; and

(3) shall provide for the agency to revoke the approval of the program and order the program to be closed if the program has been rated as accredited-probation under the Accountability System for Educator Preparation for three consecutive years, provided that the board or agency must provide the opportunity for a hearing before the effective date of the closure.

(b) Any action authorized or required to be taken against an educator preparation program under Subsection (a) may also be taken

with regard to a particular field of certification authorized to be offered by an educator preparation program.

(c) A permissive revocation under Subsection (a)(2) or required revocation under Subsection (a)(3) must be effective for a period of at least two years. After two years, the program may seek renewed approval to prepare educators for state certification.

(d) The costs of technical assistance required under Subsection (a)(2)(A) or the costs associated with the appointment of a monitor under Subsection (a)(2)(C) shall be paid by the sponsor of the educator preparation program ~~[The executive director of the board shall appoint an oversight team of educators to make recommendations and provide assistance to educator preparation programs that do not meet accreditation standards. If, after one year, an educator preparation program has not fulfilled the recommendations of the oversight team, the executive director shall appoint a person to administer and manage the operations of the program. If the program does not improve after two years, the board shall revoke the approval of the program to prepare educators for state certification].~~

Sec. 21.0452. CONSUMER INFORMATION REGARDING EDUCATOR PREPARATION PROGRAMS. (a) To assist persons interested in obtaining teaching certification in selecting an educator preparation program and assist school districts in making staffing decisions, the board shall make information regarding educator programs in this state available to the public through the board's Internet website.

(b) The board shall make available at least the following information regarding each educator preparation program:

(1) the information specified in Sections 21.045(a) and (b);

(2) in addition to any other appropriate information indicating the quality of persons admitted to the program, the average academic qualifications possessed by persons admitted to the program, including:

(A) average overall grade point average and average grade point average in specific subject areas; and

(B) average scores on the Scholastic Assessment Test (SAT), the American College Test (ACT), or the Graduate Record Examination (GRE), as applicable;

(3) the degree to which persons who complete the program are successful in obtaining teaching positions;

(4) the extent to which the program prepares teachers, including general education teachers and special education teachers, to effectively teach:

(A) students with disabilities; and

(B) students of limited English proficiency, as defined by Section 29.052;

(5) the activities offered by the program that are designed to prepare teachers to:

(A) integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and

(B) use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement;

(6) the perseverance of beginning teachers in the profession, as determined on the basis of the number of beginning teachers who maintain status as active contributing members in the Teacher Retirement System of Texas for at least three years after certification in comparison to similar programs;

(7) the results of exit surveys given to program participants on completion of the program that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom; and

(8) the results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants.

(c) For purposes of Subsection (b)(7), the board shall require an educator preparation program to distribute an exit survey that a program participant must complete before the participant is eligible to receive a certificate under this subchapter.

(d) For purposes of Subsections (b)(7) and (8), the board shall develop surveys for distribution to program participants and school principals.

(e) The board may develop procedures under which each educator preparation program receives a designation or ranking

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based on the information required to be made available under Subsection (b). If the board develops procedures under this subsection, the designation or ranking received by each program must be included in the information made available under this section.

(f) In addition to other information required to be made available under this section, the board shall provide information identifying employment opportunities for teachers in the various regions of this state. The board shall specifically identify each region of this state in which a shortage of qualified teachers exists.

(g) The board may require any person to provide information to the board for purposes of this section.

SECTION 3. Subtitle A, Title 3, Education Code, is amended by adding Chapter 51A to read as follows:

CHAPTER 51A. ONLINE INSTITUTION RESUMES FOR INSTITUTIONS OF
HIGHER EDUCATION

SUBCHAPTER A. GENERAL PROVISIONS

Sec. 51A.001. DEFINITIONS. In this chapter:

(1) "Coordinating board" means the Texas Higher Education Coordinating Board.

(2) "General academic teaching institution," "institution of higher education," "medical and dental unit," "public state college," and "public technical institute" have the meanings assigned by Section 61.003.

Sec. 51A.002. POWERS AND DUTIES OF COORDINATING BOARD

RELATING TO INSTITUTION RESUMES; GENERAL REQUIREMENTS FOR
INSTITUTION RESUMES. (a) The coordinating board, in consultation
with each institution of higher education to which this chapter
applies, shall develop and maintain online resumes for each of
those institutions.

(b) The coordinating board shall:

(1) request from each institution of higher education to
which this chapter applies any information the coordinating board
considers necessary for the coordinating board to include
information or calculate data required to be included in the
institution's resume;

(2) establish for each institution of higher education
to which this chapter applies a list of representative in-state and
out-of-state peer institutions and maintain that list on the
coordinating board's Internet website;

(3) ensure that each of an institution of higher
education's online resumes:

(A) is available to the public on the coordinating
board's Internet website, in a one-page format if possible, and is
accessible through a link that appears in a prominent place on the
coordinating board's Internet website home page;

(B) uses enhanced, user-friendly search
capabilities to ensure that the information required to be included
in the resume is easily accessible to the persons for whom the
resume is designed; and

(C) includes a clearly identifiable link to

information on the coordinating board's Internet website regarding the coordinating board's higher education accountability system; and

(4) ensure that the information provided in each resume is accurate and up to date and includes the most recent data available for out-of-state peer institutions.

(c) The coordinating board may modify, as the coordinating board considers necessary, national data regarding an institution's out-of-state peer institutions to ensure uniformity in the comparison of that data to data regarding the institution for which the resume is created and the institution's in-state peer institutions in a resume under this chapter.

(d) The coordinating board is not required to include in the resume any category of information that is unavailable to the coordinating board.

Sec. 51A.003. DUTIES OF INSTITUTIONS OF HIGHER EDUCATION RELATING TO INSTITUTION RESUMES. Each institution of higher education to which this chapter applies shall:

(1) submit to the coordinating board any information requested by the coordinating board as necessary for the coordinating board to include information or calculate data required to be included in the institution's resumes; and

(2) ensure that the institution's Internet website home page includes, in a prominent place, an accessible link to the institution's online resumes maintained on the coordinating board's Internet website.

[Sections 51A.004-51A.050 reserved for expansion]

SUBCHAPTER B. ONLINE INSTITUTION RESUMES FOR FOUR-YEAR GENERAL
ACADEMIC TEACHING INSTITUTIONS

Sec. 51A.051. APPLICABILITY OF SUBCHAPTER. This subchapter
applies only to general academic teaching institutions, other than
public state colleges.

Sec. 51A.052. INSTITUTION RESUME FOR LEGISLATORS AND OTHER
POLICY MAKERS. (a) The coordinating board shall maintain for each
institution to which this subchapter applies an online resume that
is designed for use by legislators and other interested policy
makers.

(b) The resume required by this section must identify:

(1) the institutional grouping to which the institution
is assigned under the coordinating board's higher education
accountability system; and

(2) the institution's in-state and out-of-state peer
institutions.

(c) For purposes of this section, information required to be
included in the resume regarding the institution's in-state or out-
of-state peer institutions must be listed in the form of the
average of that information for those institutions unless otherwise
prescribed by coordinating board rule.

(d) The resume must include the following information
relating to the institution for the most recent state fiscal year
for which the information is available and compare that information
to the same information for the state fiscal year preceding the

most recent state fiscal year for which the information is available and the state fiscal year preceding the most recent state fiscal year for which the information is available by five years:

(1) under the heading "ENROLLMENT," the total number of students enrolled in the institution during the fall semester that ended in the fiscal year covered by the resume;

(2) under the heading "COSTS," the average annual total academic costs for a resident undergraduate student enrolled in 30 semester credit hours:

(A) at the institution; and

(B) at the institution's in-state and out-of-state peer institutions;

(3) under the heading "STUDENT SUCCESS":

(A) the retention rate of first-time, full-time, degree-seeking entering undergraduate students:

(i) enrolled in the institution after one academic year and after two academic years; and

(ii) enrolled in the institution's in-state peer institutions after two academic years;

(B) the percentage of undergraduate students requiring developmental education who, after six years from entering the institution, graduated from or are still enrolled in:

(i) the institution; and

(ii) the institution's in-state peer institutions;

(C) the four-year and six-year graduation rates of

full-time degree-seeking students:

(i) at the institution; and

(ii) at the institution's in-state and out-of-state peer institutions; and

(D) the average number of fall and spring semesters of enrollment attempted by a student to obtain a bachelor's degree:

(i) at the institution; and

(ii) at the institution's in-state peer institutions; and

(4) under the heading "FUNDING":

(A) the total amount of money appropriated by the legislature to the institution, including money appropriated for faculty and staff health coverage and retirement benefits; and

(B) the total amount of money from any source available to the institution in that state fiscal year.

Sec. 51A.053. INSTITUTION RESUME FOR PROSPECTIVE STUDENTS, PARENTS, AND MEMBERS OF THE PUBLIC. (a) The coordinating board shall maintain for each institution to which this subchapter applies an online resume that is designed for use by prospective students of the institution, their parents, and other interested members of the public. A resume required for an institution under this section is not required to include information that the coordinating board considers to be substantially duplicative of information reported and available to the public through the Voluntary System of Accountability Program.

(b) The resume must identify:

(1) the institutional grouping to which the institution is assigned under the coordinating board's higher education accountability system; and

(2) the institution's in-state peer institutions.

(c) Except as otherwise provided by the coordinating board under Subsection (a), the resume must include the following information relating to the most recent state fiscal year for which the information is available:

(1) under the heading "ENROLLMENT":

(A) the total number of students enrolled in the institution during the fall semester that ended in the fiscal year covered by the resume; and

(B) a clearly identifiable link to the information described by Paragraph (A) disaggregated by student ethnicity;

(2) under the heading "DEGREES AWARDED":

(A) the number of bachelor's degrees, number of master's degrees, number of doctoral degrees, and number of professional degrees awarded by the institution; and

(B) a clearly identifiable link to the information described by Paragraph (A) disaggregated by student ethnicity;

(3) under the heading "COSTS":

(A) the average annual total academic costs for a resident undergraduate student enrolled in 30 semester credit hours at the institution;

(B) clearly identifiable links to information regarding:

(i) the rate or rates of tuition per semester credit hour charged by the institution;

(ii) any mandatory fees, as defined by the coordinating board, imposed by the institution; and

(iii) the amount and percentage by which the institution has increased tuition for a degree program or course level during the state fiscal year covered by the resume;

(C) the average cost of on-campus room and board per student; and

(D) the average cost to a resident undergraduate student enrolled in 30 semester credit hours for total academic costs and on-campus room and board, excluding the cost of books, supplies, transportation, or other expenses;

(4) under the heading "FINANCIAL AID":

(A) the percentage of undergraduate students enrolled in the institution who receive need-based grants or scholarships;

(B) the percentage of undergraduate students enrolled in the institution who receive need-based grants, scholarships, loans, or work-study funds;

(C) the average amount of an undergraduate student's need-based grant and scholarship package; and

(D) the average amount of an undergraduate student's need-based grant, scholarship, loan, and work-study package;

(5) under the heading "ADMISSIONS":

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(A) the middle 50 percent test score range of first-time undergraduate students at the institution whose Scholastic Assessment Test (SAT) scores were in the 25th to 75th percentile of students' scores at that institution;

(B) the middle 50 percent test score range of first-time undergraduate students at the institution whose American College Test (ACT) scores were in the 25th to 75th percentile of students' scores at that institution; and

(C) the percentage of the students who applied for first-time undergraduate admission to the institution who were offered admission to the institution;

(6) under the heading "INSTRUCTION":

(A) the student/faculty ratio at the institution;

(B) the percentage of organized undergraduate classes offered by the institution in which fewer than 20 students are enrolled;

(C) the percentage of organized undergraduate classes offered by the institution in which more than 50 students are enrolled; and

(D) the percentage of teaching faculty members of the institution who are tenured or tenure-track;

(7) under the heading "BACCALAUREATE SUCCESS":

(A) four-year, five-year, and six-year graduation rates for full-time bachelor's degree-seeking students at the institution, and links to that information disaggregated by student ethnicity; and

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(B) the average number of fall and spring semesters of enrollment attempted by a student to obtain a bachelor's degree; and

(8) under the heading "FIRST-TIME LICENSURE OR CERTIFICATION EXAMINATION PASS RATES," the first-time licensure or certification examination pass rates in the fields of education, law, pharmacy, nursing, and engineering of students enrolled in the institution or who have graduated from the institution.

[Sections 51A.054-51A.100 reserved for expansion]

SUBCHAPTER C. INSTITUTION RESUMES FOR LOWER-DIVISION

INSTITUTIONS

Sec. 51A.101. APPLICABILITY OF SUBCHAPTER. This subchapter applies only to the following institutions of higher education:

- (1) public junior colleges;
- (2) public technical institutes; and
- (3) public state colleges.

Sec. 51A.102. INSTITUTION RESUME FOR LEGISLATORS AND OTHER POLICY MAKERS. (a) The coordinating board shall maintain for each institution to which this subchapter applies an online resume for the institution designed for use by legislators and other interested policy makers.

(b) The resume must identify:

- (1) the institutional grouping to which the institution is assigned under the coordinating board's higher education accountability system; and
- (2) the institution's in-state peer institutions.

(c) For purposes of this section, information required to be included in the resume regarding the institution's in-state peer institutions must be listed in the form of the average of that information for those institutions unless otherwise prescribed by coordinating board rule.

(d) The resume must include the following information relating to the institution for the most recent state fiscal year for which the information is available and compare that information to the same information for the state fiscal year preceding the most recent state fiscal year for which the information is available and the state fiscal year preceding the most recent state fiscal year for which the information is available by five years:

(1) under the heading "ENROLLMENT," the total number of students enrolled in the institution for course credit during the fall semester that ended in the fiscal year covered by the resume;

(2) under the heading "COSTS," the average annual total academic costs, which for a junior college must include those costs for an in-district and an out-of-district student, for a student enrolled in 30 semester credit hours toward a two-year degree or certificate:

(A) at the institution; and

(B) at the institution's in-state peer institutions;

(3) under the heading "STUDENT SUCCESS":

(A) the retention rate of first-time, full-time, credential-seeking entering undergraduate students:

(i) enrolled in the institution after two academic years; and

(ii) enrolled in the institution's in-state peer institutions after two academic years;

(B) the percentage of undergraduate students requiring developmental education who, after three years from entering the institution, graduated from or are still enrolled in:

(i) the institution; and

(ii) the institution's in-state peer institutions;

(C) the three-year, four-year, and six-year graduation rates of full-time credential-seeking students:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(D) the percentage of students who transferred to a general academic teaching institution or equivalent institution of higher education, as determined using the accountability system definition of a transfer student:

(i) from the institution; and

(ii) from the institution's in-state peer institutions; and

(E) the percentage of graduates from the preceding academic year who, as of the fall semester that ended in the fiscal year covered by the resume, were either employed or enrolled in a general academic teaching institution or equivalent institution of

higher education for:

(i) the institution; and

(ii) the institution's in-state peer

institutions; and

(4) under the heading "FUNDING":

(A) the total amount of money appropriated by the legislature to the institution for that state fiscal year, including money appropriated for faculty and staff health coverage and retirement benefits;

(B) the total amount of money from any source available to the institution in that state fiscal year; and

(C) the tax rate per \$100 valuation of taxable property imposed by the junior college district, if the institution is a public junior college.

Sec. 51A.103. INSTITUTION RESUME FOR PROSPECTIVE STUDENTS, PARENTS, AND OTHER MEMBERS OF THE PUBLIC. (a) The coordinating board shall maintain for each institution to which this subchapter applies an online resume that is designed for use by prospective students of the institution, their parents, and other interested members of the public.

(b) The resume must identify:

(1) the institutional grouping to which the institution is assigned under the coordinating board's higher education accountability system; and

(2) the institution's in-state peer institutions.

(c) For purposes of this section, information required to be

included in the resume regarding the institution's in-state peer institutions must be listed in the form of the average of that information for those institutions unless otherwise prescribed by coordinating board rule.

(d) The resume must include the following information relating to the most recent state fiscal year for which the information is available:

(1) under the heading "ENROLLMENT":

(A) the total number of students enrolled during the fall semester that ended in the fiscal year covered by the resume:

(i) at the institution; and

(ii) at the institution's in-state peer institutions; and

(B) a clearly identifiable link to information described by Paragraph (A) disaggregated by student ethnicity;

(2) under the heading "DEGREES AND CERTIFICATES AWARDED":

(A) the number of degrees or certificates awarded for each level, type, or other category of degree or certificate specified by the coordinating board for purposes of this paragraph:

(i) by the institution; and

(ii) by the institution's in-state peer institutions; and

(B) a clearly identifiable link to the information described by Paragraph (A) disaggregated by student ethnicity;

(3) under the heading "COSTS," the average annual total academic costs, which for a junior college must include those costs for an in-district and out-of-district student, for a student enrolled in 30 semester credit hours toward a two-year degree:

(A) at the institution; and

(B) at the institution's in-state peer institutions;

(4) under the heading "FINANCIAL AID":

(A) the percentage of students who receive need-based grants or scholarships:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(B) the percentage of students who receive need-based grants, scholarships, loans, or work-study funds:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(C) the average amount of a student's need-based grant and scholarship package:

(i) at the institution; and

(ii) at the institution's in-state peer institutions; and

(D) the average amount of a student's need-based grant, scholarship, loan, and work-study package:

(i) at the institution; and

(ii) at the institution's in-state peer institutions; and

(5) under the heading "STUDENT SUCCESS":

(A) the retention rate of first-time, full-time, credential-seeking entering undergraduate students:

(i) enrolled in the institution after two academic years; and

(ii) enrolled in the institution's in-state peer institutions after two academic years;

(B) the percentage of students requiring developmental education who, after three years from entering the institution, have graduated from or are still enrolled in:

(i) the institution; and

(ii) the institution's in-state peer institutions;

(C) the three-year, four-year, and six-year graduation rates of full-time degree-seeking students:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(D) the percentage of students who transferred to a general academic teaching institution or equivalent institution of higher education, as determined using the accountability system definition of a transfer student:

(i) from the institution; and

(ii) from the institution's in-state peer

institutions; and

(E) the percentage of graduates from the preceding academic year who, as of the fall semester that ended in the fiscal year covered by the resume, were either employed or enrolled in a general academic teaching institution or equivalent institution of higher education for:

(i) the institution; and

(ii) the institution's in-state peer institutions.

[Sections 51A.104-51A.150 reserved for expansion]

SUBCHAPTER D. ONLINE INSTITUTION RESUMES FOR MEDICAL AND DENTAL
UNITS

Sec. 51A.151. APPLICABILITY OF SUBCHAPTER. This subchapter applies only to medical and dental units.

Sec. 51A.152. INSTITUTION RESUME FOR LEGISLATORS AND OTHER POLICY MAKERS. (a) The coordinating board shall maintain for each institution to which this subchapter applies an online resume designed for use by legislators and other interested policy makers.

(b) The resume must identify:

(1) the institutional grouping to which the institution is assigned under the coordinating board's higher education accountability system; and

(2) the institution's in-state and out-of-state peer institutions.

(c) For purposes of this section, information required to be included in the resume regarding the institution's in-state or out-

of-state peer institutions must be listed in the form of the average of that information for those institutions unless otherwise prescribed by coordinating board rule.

(d) The resume must include the following information relating to the institution for the most recent state fiscal year for which the information is available and compare that information to the same information for the state fiscal year preceding the most recent state fiscal year for which the information is available and the state fiscal year preceding the most recent state fiscal year for which the information is available by five years:

(1) under the heading "ENROLLMENT":

(A) the total number of students enrolled in the institution during the fall semester that ended in the fiscal year covered by the resume;

(B) if applicable, the total number of students enrolled in the institution's medical school during that fall semester; and

(C) if applicable, the total number of physicians certified by the institution annually on September 1 as training in residency programs accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association;

(2) under the heading "COSTS," the average annual total academic costs, including those costs identified by type of degree program if required by coordinating board rule, for a resident, full-time undergraduate student and for a resident, full-time graduate student:

(A) at the institution; and

(B) at the institution's in-state and out-of-state
peer institutions;

(3) under the heading "STUDENT SUCCESS":

(A) if applicable, the percentage of medical school
students who pass Part 1 or Part 2 of any examination administered
or accepted for a medical license under Subtitle B, Title 3,
Occupations Code:

(i) at the institution; and

(ii) at the institution's in-state and out-of-
state peer institutions;

(B) if applicable, the percentage of medical school
students who are practicing primary care in this state:

(i) after graduating from the institution; and

(ii) after graduating from the institution's
in-state peer institutions;

(C) the number of nursing degrees or allied health
degrees awarded for each level:

(i) by the institution; and

(ii) by the institution's in-state and out-of-
state peer institutions; and

(D) the estimated total amount of the institution's
research expenditures for the most recent state fiscal year
available; and

(4) under the heading "FUNDING":

(A) the total amount of money appropriated by the

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legislature to the institution, including money appropriated for
faculty and staff health coverage and retirement benefits, for that
state fiscal year; and

(B) the total amount of money from any source
available to the institution for that state fiscal year.

Sec. 51A.153. INSTITUTION RESUME FOR PROSPECTIVE STUDENTS,
PARENTS, AND OTHER MEMBERS OF THE PUBLIC. (a) The coordinating
board shall maintain for each institution to which this subchapter
applies an online resume that is designed for use by prospective
students of the institution, their parents, and other interested
members of the public.

(b) The resume must identify:

(1) the institutional grouping to which the institution
is assigned under the coordinating board's higher education
accountability system; and

(2) the institution's in-state and out-of-state peer
institutions.

(c) For purposes of this section, information required to be
included in the resume regarding the institution's in-state peer
institutions must be listed in the form of the average of that
information for those institutions unless otherwise prescribed by
coordinating board rules.

(d) The resume must include the following information
relating to the most recent state fiscal year for which the
information is available:

(1) under the heading "ENROLLMENT," with clearly

identifiable links to the information disaggregated by student ethnicity:

(A) the total number of students enrolled in the institution during the fall semester that ended in the fiscal year covered by the resume;

(B) if applicable, the total number of students enrolled in the institution's medical school during that fall semester; and

(C) if applicable, the total number of physicians certified by the institution annually on September 1 as training in residency programs accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association at the institution on the most recent September 1 for which the information is available;

(2) under the heading "COSTS":

(A) the average annual total academic costs, including those costs identified by type of degree program if required by coordinating board rule, for a resident, full-time student at the institution;

(B) clearly identifiable links to information regarding:

(i) the tuition per academic year charged by the institution under Section 54.051;

(ii) any mandatory fees, as defined by the coordinating board, imposed by the institution; and

(iii) the amount and percentage by which the

institution has increased tuition for a degree program or course level during the five state fiscal years preceding the state fiscal year covered by the resume; and

(C) the average cost to a resident undergraduate student enrolled in 30 semester credit hours for tuition and fees;

(3) under the heading "FINANCIAL AID":

(A) the percentage of graduate students enrolled in the institution who receive need-based grants or scholarships;

(B) the percentage of graduate students enrolled in the institution who receive need-based grants, scholarships, loans, or work-study funds;

(C) the average amount of a graduate student's need-based grant and scholarship package; and

(D) the average amount of a graduate student's need-based grant, scholarship, loan, and work-study package;

(4) under the heading "STUDENT SUCCESS":

(A) if applicable, the percentage of medical school students who pass Part 1 or Part 2 of any examination administered or accepted for a medical license under Subtitle B, Title 3, Occupations Code:

(i) at the institution; and

(ii) at the institution's in-state peer institutions;

(B) if applicable, the percentage of medical school students who are practicing primary care in this state:

(i) after graduating from the institution; and

(ii) after graduating from the institution's

in-state peer institutions;

(C) the number of nursing degrees or allied health
degrees awarded for each level:

(i) by the institution; and

(ii) by the institution's in-state peer
institutions; and

(D) the estimated total amount of the institution's
research expenditures; and

(5) under the heading "FIRST-TIME LICENSURE OR
CERTIFICATION EXAMINATION PASS RATES," the first-time licensure or
certification examination pass rates in applicable fields of
students who are enrolled in or have graduated from:

(A) the institution; and

(B) the institution's in-state peer institutions.

SECTION 4. The Texas Higher Education Coordinating Board shall create the online institution resumes required by Chapter 51A, Education Code, as added by this Act, and provide the resumes on the board's Internet website not later than February 1, 2010.

SECTION 5. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2009.

S.B. No. 174

President of the Senate

Speaker of the House

I hereby certify that S.B. No. 174 passed the Senate on April 23, 2009, by the following vote: Yeas 30, Nays 0; and that the Senate concurred in House amendment on May 29, 2009, by the following vote: Yeas 30, Nays 0.

Secretary of the Senate

I hereby certify that S.B. No. 174 passed the House, with amendment, on May 27, 2009, by the following vote: Yeas 147, Nays 1, one present not voting.

Chief Clerk of the House

Approved:

Date

Governor



TEXAS HIGHER EDUCATION COORDINATING BOARD

Academic Affairs and Research

P.O. Box 12788 Austin, Texas 78711 • 1200 East Anderson Lane 78752

MacGregor M. Stephenson, J.D., Ph.D.
Assistant Commissioner
Academic Affairs and Research
macgregor.stephenson@thehb.state.tx.us

MEMORANDUM

Kevin Lemoine, Ph.D.
Deputy Assistant Commissioner and
Director of Academic Programs
kevin.lemoine@thehb.state.tx.us

DATE: August 10, 2009

Susan E. Hetzler, Ph.D.
Director of Career Technical Programs
susan.hetzler@thehb.state.tx.us

TO: Deans of Education

Stacey Silverman, Ph.D.
Director of Academic Research and
Grant Programs
stacey.silverman@thehb.state.tx.us

FROM: MacGregor M. Stephenson 

512/ 427-6200
Fax 512/ 427-6168

SUBJECT: Early Childhood – Grade 12 Language Other Than English (LOTE)
Certificates

Web site:
<http://www.thehb.state.tx.us>

By action of the State Board of Educator Certification (SBEC), the Grades 6-12 Spanish, French and German certificates moved to Early Childhood - Grade 12 Spanish, French and German certificates. The EC-12 teaching certificates were established to better serve the needs of students in Texas. Questions about the SBEC program approval process for these certificates should be addressed to the Division of Educator Standards at the Texas Education Agency.

In addition to program approval by SBEC, public institutions of higher education (IHEs) submit certificate programs for approval to the Texas Higher Education Coordinating Board (THECB) under its authority in Texas Education Code, Chapter 61.051(g). After careful consideration of options for processing these IHE program approval requests, the THECB has determined it is possible to avoid unnecessary administrative barriers and expedite the approval process without loss of program integrity. With this notice, publicly-funded IHEs with a THECB-approved Grades 6-12 Spanish, French or German program are automatically approved by the THECB to add the EC-12 Spanish, French and German programs. Applicable state law and THECB rule and policy still apply to these programs. The approval of the additional EC-Grade 12 programs does not affect an institution's ability to continue offering its currently approved Grades 6-12 programs to students already enrolled in those programs. SBEC has established deadlines related to the Grades 6-12 Languages Other Than English (LOTE) program and information regarding those deadlines is posted on the SBEC website. A copy of this letter serves as notice to SBEC of the approved status of these programs by the THECB, fulfilling the initial step for these certificate programs in the SBEC approval process.

Memorandum
August 10, 2009
Page 2

The THECB approved changes to Chapter 5, Subchapter C (concerning approval of new academic program and administrative changes at public universities, health-related institutions, and/or selected public colleges) at the July 30, 2009 meeting. The changes significantly streamline the approval process for degree programs, certificate programs, and administrative change requests. The new rules may be viewed at:
<http://www.thecb.state.tx.us/index.cfm?objectid=B85D3904-DC5E-04B7-5D32B7A3DF36D853>

If you have any questions about this new process or the new rules, please contact Dr. Susan Barnes, Senior Director for Education Quality at (512) 427-6563 or via email at susan.barnes@thecb.state.tx.us.

9/1/09 Memo to Presidents and Chief Academic Officers of Universities and Health-Related Institutions

Subject: New Policies and Procedures for Academic Program Approval and Review

This email message is sent on behalf of Dr. MacGregor M. Stephenson, Assistant Commissioner of Academic Affairs and Research, Texas Higher Education Coordinating Board

This new process becomes effective on September 1, 2009.

Background

For more than 30 years, the Coordinating Board has used a two-step process for approval of new academic degree programs, with preliminary authority most recently marking the first step in that process. Following preliminary authority approval, an institution would develop the resources needed for the program and submit a degree program proposal requesting final approval to implement the degree program. The Coordinating Board would consider the request on the basis of quality standards, commitment of resources and cost effectiveness, and state and regional need at the time of submission.

New Bachelor's and Master's Degree Programs

At its July 30, 2009 meeting, the Coordinating Board adopted rules that significantly streamline the process of approval for most new bachelor's and master's degree programs (Chapter 5, Subchapter C, Section 5.44). In summary, the adopted rules eliminate preliminary authority for all baccalaureate and master's-level programs with the exception of engineering programs (classified under CIP code 14). Preliminary authority is still required for engineering programs at all levels and doctoral programs. In addition, the new rules permit automatic approval of a new bachelor's or master's program if an institution and governing board certify the following:

- The program has institutional and governing board approval;
- the program complies with the *Standards for Bachelor's and Master's Programs*;
- adequate funds are available to cover the costs of the new program;
- new costs during the first five years of the program will not exceed \$2 million;
- the program is a non-engineering program (i.e., not classified under CIP code 14); and
- the program will be offered by a university or health-related institution.

A new bachelor's program (including one combined with an educator preparation certificate program) or master's program that meets these criteria may be requested using the *Certification Form for New Bachelor's or Master's Degree Programs* and is automatically approved if no objections are received during the 30-day public comment

period. The institution's program inventory will be updated accordingly and a letter of approval will be sent to the institution/System. Please visit the website below as updates on these new procedures have been made. In addition, please review the *Standards for Bachelor's and Master's Programs* as the Commissioner of Higher Education has authorized several changes.

<http://www.thecb.state.tx.us/index.cfm?objectid=E9309E5B-9070-B807-57EFABDB07994C08>

All other requests for new bachelor's or master's degree programs (e.g., a Bachelor of Science in Civil Engineering, a Master of Arts in Criminal Justice exceeding \$2 million, etc.) must be submitted using the standard *Form for Requesting a New Bachelor's or Master's Degree Program*. Please note that revisions to existing educator preparation programs do not need to be submitted to the Coordinating Board.

Review of Existing Programs

The rules adopted by the Board also include a directive to staff "to develop a process for the periodic review of existing degree programs." A review process will likely include both quantitative and qualitative measures of a program's quality and effectiveness. The Undergraduate Education Advisory Committee has recently made recommendations on measures that could be used in a review of undergraduate programs. In the near future, the Graduate Education Advisory Committee will consider measures for use in a review of master's programs. We will keep you updated as progress is made.

Other Changes

New procedures for administrative change approval and certificate program approval have also been adopted by the Board. Information on these new procedures has also been posted at the website indicated above.